

Sunday, May 17, 2009

Monday, May 18, 2009

Agenda Book

- B. [Approval of Contracts](#) (Mr. Freeland) (**Pages 57-58**)
- C. [16 KAR 8:030. Continuing Education Option for Certificate Renewal and Rank Change, Amendment, Final Action](#) (Mr. Brown) (**Pages 59-84**)
- D. [Certification Task Force Recommendations](#) (Mr. Mike Carr) (**Pages 85-94**)
- E. [EPSB Meeting Schedule](#) (Ms. Ashley Abshire) (**Pages 95-98**)
- F. [Midway College: Accreditation of the Educator Preparation Unit](#) (Dr. Troupe) (**Pages 99-108**)
- G. [Approval of Educator Preparation Program: Master of Arts in Education: Teacher as Leader Program, Northern Kentucky University](#) (Dr. Troupe) (**Pages 109-114**)
- H. [Approval of Educator Preparation Program: Master of Arts in Education: School Guidance Counselor, University of the Cumberlands](#) (Dr. Troupe) (**Pages 115-120**)
- I. [Application for Off-Site Campus, Campbellsville University](#) (Dr. Troupe) (**Pages 121-124**)

Waivers

- A. [16 KAR 2:010. Request for Extension to Complete Master's Degree, Ms. Roselle Calisti](#) (Mr. Carr) (**Pages 125-128**)
- B. [16 KAR 2:010. Request for Waiver of 15 New Graduate Hours for the Initial 5-Year Renewal of a Certificate, Mr. Henry Hayes](#) (Mr. Carr) (**Pages 129-132**)

Alternative Route to Certification Application

[Charles Stevens, Mathematics, Grades 8-12](#) (Mr. Carr)
(**Pages 133-135**)

Board Comments

Following a motion in open session, it is anticipated that the board will move into closed session as provided by KRS 61.810 (1)(c) and (1)(j).

Certification Review and Revocation: Pending Litigation Review

Following review of pending litigation, the board shall move into open session. All decisions will be made in open session.

Adjournment

Next Regular Meeting:
August 2009
EPSB Offices

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The actions delineated below were taken in open session of the EPSB at the March 2, 2009 special meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601

Education Professional Standards Board (EPSB) Summary Minutes of the Special Business Meeting EPSB Offices, 100 Airport Road, 3rd Floor Frankfort, Kentucky March 2, 2009

Cancellation of January 26, 2009 Meeting

Due to the lack of a quorum, the January 26, 2009 regular EPSB meeting was cancelled.

Call to Order

Chair Lorraine Williams convened the March 2, 2009 special meeting at 9:05 a.m. (EST).

Recognition of Former Board Member

Chair Williams recognized Ms. Becky Goss for her valued service to the board. Ms. Goss thanked the board and staff for their support to her as a board member. She mentioned that serving on the board was a wonderful experience.

Roll Call

The following members were present during the March 2, 2009 EPSB special meeting: Lonnie Anderson, Frank Cheatham, John DeAtley, Sam Evans, Cathy Gunn, Mary Hammons, James Hughley, Lynn May, Sally Sugg, Bobbie Stoess, Lorraine Williams, and Cynthia York. Gregory Ross, Sandy Sinclair-Curry, Zenaida Smith, and Tom Stull were absent.

Approval of November 17, 2008 Minutes

Motion made by Dr. Cathy Gunn, seconded by Dr. Frank Cheatham, to accept the minutes of the November 17, 2008 meeting.

Vote: *Unanimous*

Open Speak

Dr. Paul Wirtz, associate dean of Graduate Studies at Northern Kentucky University and president of the Kentucky Association of Colleges for Teacher Education (KACTE), along with Dr. Beth Penn, professor at Thomas More College and president-elect of KACTE, commented on the Kentucky Teacher Internship Program (KTIP). Dr. Wirtz affirmed KTIP's outstanding national reputation in teacher preparation and induction. He stated that KACTE supports KTIP and explained the organization's concern about potential changes to the program due to lack of available funds. KACTE wants to be involved in researching the impact of KTIP changes.

Report of the Executive Director

Report from the Kentucky Department of Education (KDE)

Ms. Sally Sugg, who replaced Steve Schenck as the associate commissioner of the Office of Leadership and School Improvement (OLSI), introduced herself to the board. Ms. Sugg served as a highly skilled educator from 2004 to 2007. She also served as a school principal in McCracken and Henderson counties and a teacher in Henderson county and Sikeston, MO. She earned her bachelor's degree from Murray State University, a master's degree and Rank I from Western Kentucky University, and a superintendent endorsement from Eastern Kentucky University (EKU). She is currently enrolled in the Doctoral Program Cadre at EKU. Ms. Sugg has been with KDE since August 2008.

Ms. Sugg reported that it has been a very busy and exciting time at KDE. Since the retirement of Dr. Jon Draud earlier this year, Ms. Elaine Farris has served as KDE's interim commissioner, and Dr. Larry Stinson replaced Ms. Farris as deputy commissioner. KDE will meet on Wednesday, March 4, to consider employing a search firm to launch a national search for commissioner candidates. The best case scenario is to hire a new commissioner by July or August 2009.

The current focus of KDE has been on the legislative session. Additionally, staff has been working closely with the Governor's office on plans for the federal stimulus package.

Report from the Council on Postsecondary Education (CPE)

Dr. Rogers stated that he recently had the pleasure to meet with Mr. Bob King, the new CPE president. Mr. John DeAtley confirmed that Mr. King has the heart and passion for P-12 education. Within the past few weeks, CPE has focused on the legislative session and the assessment bill. CPE will meet on March 6; tuition and the revised developmental education regulation, which is expected to pass, will be on the agenda. The revised regulation gives universities an additional year to implement new processes, and the required ACT reading score for college entrance will be lowered from 21 to 20 as internal research has shown that the difference between 20 and 21 is virtually nil.

Local Educator Assignment Data (LEAD) Report Update

Mr. Mike Carr introduced new staff members Lisa Baker, the EPSB's newest certification consultant, and Wayne Eccles, the EPSB's new Troops to Teachers coordinator.

Mr. Carr reported that EPSB staff met with KDE staff on January 13 regarding LEAD. Results show that there was a 99.93 % rate of compliance at that time, which has since increased to the current rate of 99.96%. Mr. Carr publicly acknowledged the excellent work of Ms. Cindy Godsey. Ms. Godsey reported on a few conversion issues with the transition between Infinite Campus and STI. During the fall semester, 55 districts completed the LEAD report with Infinite Campus. This semester 80% to 85% of districts have used Infinite Campus for the LEAD report.

Legislative Update

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Ms. Alicia Sneed reported on the 2009 Kentucky legislative session. The first week of the session began with organizational changes, including a new Speaker of the House, Greg Stumbo, and new House Education Committee chair, Carl Rollins. The legislature is charged this session with alleviating the current state budget crisis. Ms. Marcie Lowe has been busy trying to ensure the confirmation of the EPSB's seven board members. Dr. Rogers notified the board that two weeks ago he met with staff of the LRC Program Review Committee. This committee will be speaking to staff and researching the EPSB's programs in a routine program review of the agency.

Report of the Chair

Reappointments to the Accreditation Audit Committee (AAC)

Chair Lorraine Williams reappointed Dr. Shirley Nelson and Mr. Tim Watkins to the Accreditation Audit Committee.

New Appointments and Reappointments to the Reading Committee

Chair Williams reappointed Dr. Lesia Lennex, Dr. Cynthia Mason, Ms. Nancy Reed, and Dr. Doug Smith to the Reading Committee. Additionally, Ms. Williams appointed Ms. Aimee Webb, Mr. Kenneth Marshall, and Mr. Blair Butler. Dr. Sam Evans asked if there was a reason that the new appointments were not located throughout the Commonwealth. Dr. Troupe responded that there is a lack of trained Board of Examiner members throughout the Commonwealth at this time. A planned BOE training next year should, however, help to alleviate that shortage.

Appointments to the Principal Program Review Committee

Chair Williams made the following appointments to the Principal Program Review Committee: Brian Carter, Mark Cleveland, Jason Coguer, Cortni Crews, John DeAtley, D. Scott Hawkins, Robert Lyons, John Marshall, Beth Osborne, Susan Osborne, D. Wade Stanfield, Sally Suggs, Elmer Thomas, Sam Watkins, Aimee Webb, and Henry Webb.

Committee Report

Executive Director Evaluation Committee

Dr. Rogers was given a letter from the board regarding his positive evaluation.

2009-001

Motion made by Dr. Sam Evans, seconded by Ms. Cynthia York, to approve the annual evaluation of Dr. Rogers.

Vote: *Unanimous*

Ms. Lorraine Williams voiced the sentiments of the board that Dr. Rogers is a valuable leader of the EPSB.

Information/Discussion Items

16 KAR 8:030. Continuing Education Option for Certificate Renewal and Rank Change, Notice of Intent

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Mr. Robert Brown reported on the seven recommendations of the Continuing Education Option (CEO) Task Force. These recommendations are listed below.

I. Completion of the four phases of the Continuing Education Option

- Phase One: Job-Embedded Professional Learning Plan
- Phase Two: Content Reading and Research
- Phase Three: Classroom Implementation and Student Assessment
- Phase Four: Professional Demonstration and Publication

II. Inclusion of graduate level course work

III. Inclusion of *Take One!*

IV. Inclusion of a leadership project

V. Scoring changes for the plan and the portfolio

VI. Change to the fee schedule

VII. Completion of the CEO as a one-time only option for either a Rank II or a Rank I

Discussion ensued among the board regarding the expectations of graduate level course work. Dr. Evans stated that it's only reasonable to expect course content at the graduate level. Ms. May agreed with Dr. Evans but added that she could conceive a plan to strengthen content knowledge in a science or math area for those with a middle school certification seeking high school certification. Dr. Cathy Gunn said that the task force debated this issue and could not come to an agreement. She added that a compromise could be that only one of the two required courses be at the graduate level; however, this could create an argument regarding the rigor of CEO if teachers choose not to take challenging courses. Mr. Mike Carr stated that the certification task force plans to make a recommendation that may allay Ms. May's concerns (see Recommendation IV below under the Certification Task Force Recommendations). Dr. Evans expressed concern that the board may be creating conflict with its regulations by requiring only one graduate level course. Mr. Brown is going to report back to the board in May after he meets again with the CEO task force.

Awarded Contracts

Mr. Gary Freeland reported on fifteen contracts totaling \$361,000.00 executed for the National Board mentoring services program. Additionally, he reminded the board that staff members are still operating under a waiver of the National Board regulation from two years ago which allows the contracts to exceed 25% of allotted funds.

Mid-Year Budget Report

Mr. Freeland referred to two handouts while reporting on the EPSB's mid-year budget—a year-to-date budget and budget summary. At mid-year, agency spending was at a very favorable expenditure number—46.5 % of budget. He stated that staff has been cooperative and cautious with spending, continuously searching for ways to save money. Expenditures were \$140,000 less when compared to last year, and funding is 21% less than last year – a substantial reduction. The agency has requested stimulus funds through KDE and other agencies for teacher quality and internship. Leadership is hopeful to receive some of these monies to assist with the programs.

Implementation Plan of Math Task Force Recommendations

Dr. Marilyn Troupe reported on the implementation plan of the math task force recommendations. Currently, the division of educator preparation is receiving institution reports. These reports are looking good and are addressing the recommendations point by point. Dr. Rogers added that the Office of Education Accountability (OEA) is conducting a study on the preparation of math teachers. Mr. John DeAtley said that the deans of education will be receiving an email shortly from the provosts, asking for the institution's math requirements for various degree levels.

Certification Task Force Recommendations

Mr. Mike Carr explained the rationale for the certification task force. The task force was asked by the board to make recommendations in the following areas:

- 1) An examination of alternative certification programs within the state;
- 2) Expansion of grade level permissions of middle school mathematics certificates to allow teaching of additional courses at the high school level;
- 3) Methods to allow current experienced Kentucky teachers to add certification areas without the completion of an additional teacher preparation program, including modifications to the TC-HQ certification process;
- 4) Emerging areas in certification, particularly with occupation-based certificates;
- 5) Use of the proficiency evaluation by universities to aid teachers in adding certification areas; and
- 6) Critical attributes to consider when accepting or rejecting out-of-state certifications and endorsements

As a result of these focus areas, the task force made the following eleven recommendations:

Recommendation I. Work with the Kentucky Department of Education to ensure that providers of training for SBDM Councils receive a needed component regarding qualifications of candidates as well as their eligibility for hire under KRS 160.345(2) (h).

Recommendation II: Recognize the critical need to provide more mentoring and coaching early in the first year of the Temporary Provisional certificate holder and solicit financial and in-kind help from the legislature, higher education institutions, and education cooperatives in providing this, particularly for late hires. Require those institutions currently providing alternative certification programs to submit annually to the EPSB their procedures for developing the mentoring plan as required by 16 KAR 9:080, Section 2 (3) (d).

Recommendation III: Allow Mathematics 5-9 teachers to teach Algebra I at grades 10 – 11.

Recommendation IV: Modify the current TC-HQ route for adding a new certification area to allow a 45-point component for passage of the required Praxis II assessment(s) within the current 90 point formula. The TC-HQ route will continue to be used only for core subject areas required in the Highly Qualified Teacher component of the federal No

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Child Left Behind Act. It will not allow a teacher to move from elementary to secondary or from special to regular education.

Recommendation V: Add new endorsement certificates for Elementary Mathematics Specialist and Literacy Specialist, K-12.

Recommendation VI: Add a probationary certificate program for English as a Second Language.

Recommendation VII: Work with the Kentucky Department of Education and the Cabinet for Workforce Investment to convene a work group to discuss the unique needs of the occupation-based areas, including the need to address future certificate needs in the Science, Technology, Engineering & Math (STEM) areas.

Recommendation VIII: Update 16 KAR 5:030 regarding proficiency evaluations conducted by IHEs to clarify the EPSB's position regarding the parameters for this process in appropriate situations.

Recommendation IX: Advocate for a statutory change to KRS 161.030 (c) which governs the temporary certificate for out-of-state applicants to: 1.) Extend the testing period from six months to one year and 2.) Modify the wording to permit the use of this certificate if no qualified applicants are available (as opposed to the current wording of no certified applicant.)

Recommendation X: Reduce the two-year teaching experience requirement for out-of-state teachers to one year in order to waive KTIP and Kentucky assessment requirements.

Recommendation XI: Restrict the issuance of emergency certificates to current year only, allowing only one re-issuance in cases where the emergency certificate was issued after February 15 or was used for less than 50% of the teacher's schedule during the first issuance.

Dr. Sam Evans expressed concern that individuals unable to pass the Praxis test in Kentucky go to Tennessee to teach, then return after two years seeking a Kentucky teaching certificate. Mr. Carr responded that institutions must recommend certification in these situations before Kentucky will issue certification. Dr. Evans supported recommendation 11 to reduce emergency certificates. Mr. Carr plans to return with this item at the May board meeting for final action.

Action Items

16 KAR 5:010. Standards for Accreditation of Educator Preparation Units and Approval of Programs, Final Action

2009-002

Motion made by Mr. John DeAtley, seconded by Dr. Cathy Gunn, to approve the proposed changes to 16 KAR 5:010, Section 16.

Vote: *Unanimous*

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Kentucky Teacher Internship Program (KTIP) Task Force Recommendations

2009-003

Motion made by Dr. Sam Evans, seconded by Mr. Lonnie Anderson, to modify and approve the KTIP task force recommendations II & VII.

Vote: *Unanimous*

Waivers

16 KAR 5:010. Standards for Accreditation of Educator Preparation Units and Approval of Programs, Request to Waive Language Pertaining to Continuing Education Visits Every 7 Years

2009-004

Motion made by Ms. Lynn May, seconded by Dr. Gunn, to approve the proposed changes to 16 KAR 5:010, Section 20.

Vote: *Unanimous*

Dr. Troupe informed the board that NCATE is considering major changes. Staff has serious questions regarding these changes, which may affect the EPSB's partnership with NCATE and the processes for non-NCATE universities. She will keep the board updated with new developments.

16 KAR 5:040. Admission, Placement, and Supervision in Student Teaching. Request to Waive Language Pertaining to Twelve (12) Weeks Class Experiences

2009-005

Motion made by Dr. Gunn, seconded by Dr. Sam Evans, to approve the proposed emergency waiver for 16 KAR 5:040, Section 6 (2) & 7 (2)(a) that requires accredited Kentucky colleges and universities to provide twelve (12) weeks of full-day (or the equivalent) student teaching for candidates.

Vote: *Unanimous*

DISCIPLINARY MATTERS: MINUTES OF CASE REVIEW March 2, 2009

Motion made by Ms. Lynn May, seconded by Dr. Frank Cheatham, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(1) (c) & (j).

Vote: *Unanimous*

Motion made by Ms. Cynthia York, seconded by Mr. John DeAtley, to return to open session.

Vote: *Unanimous*

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Motion made by Mr. Lonnie Anderson, seconded by Mr. DeAtley, to cancel the EPSB meeting scheduled for March 16, 2009.

Vote: *Unanimous*

The following board members concurred with the actions as listed below with the noted exceptions:

Lynn May, Lorraine Williams, Cathy Gunn, Cynthia York, Lonnie Anderson, John DeAtley, Mary Hammons, Bobbie Stoess, James Hughley, and Frank Cheatham.

Attorneys present were Alicia A. Sneed, Gary A. Stephens, Bryan West, Cynthia Grohmann, and Angela Evans.

Vote: *Unanimous*

Initial Case Review

<u>Case Number</u>	<u>Decision</u>
07122903	Admonish
08091004	Defer for proof
08111112	Hear
080101098	Admonish
08111152	Dismiss
08101054	Hear
08091020	Hear
08111124	Dismiss
08101066	Hear
08101096	Defer
08091006	Hear
08111114	Admonish
08101102	Defer for proof
08101056	Defer for proof
07122495	Dismiss
08101074	Admonish
08101068	Admonish
08111116	Hear
0804806	Admonish
08101100	Hear
08101048	Hear
08101072	Hear
08101094	Admonish
08111118	Admonish
08101078	Hear
08111150	Hear
08091044	Hear
08091034	Hear
08091046	Hear
07101845	Hear

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08101060	Hear
08091022	Hear
08091036	Admonish
08101058	Defer for proof
0804696	Hear
08091008	Dismiss

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
081373	Approve
081375	Approve
081374	Approve
081388	Approve
081384	Approve
081402	Approve
081404	Approve
081408	Approve
081415	Approve
081418	Approve
081421	Approve
081419	Approve
08791	Approve
081062	Approve
081427	Approve
081434	Approve
09103	Approve
09105	Approve
09106	Approve
081204	Approve
09119	Approve
09121	Approve
09122	Approve
081082	Approve
08731	Approve
09126	Approve
09128	Approve
09124	Approve
09109	Approve
09133	Approve
09135	Approve
09137	Approve
09138	Approve
09140	Approve
09141	Approve
09142	Approve
09143	Approve
09144	Approve

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09145	Approve
09146	Approve
09147	Approve
09150	Approve
09151	Approve
09154	Approve
09155	Approve
09157	Approve
09159	Approve
09161	Approve

Agreed Orders

<u>Case Number</u>	<u>Decision</u>
0705101 (Terrence Fletcher)	<p>Accept Agreed Order which provides that Respondent shall neither apply for nor be issued any type of teaching certificate, including emergency, probationary, and temporary provisional certificates, until he has completed all educational and assessment requirements necessary for teacher certification in Kentucky. The Board shall not approve Respondent for any type of alternative certification option.</p> <p>Vote: <i>Unanimous</i></p>
070117 (Joe Hoffert)	<p>Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, is retroactively from March 1, 2007 through March 15, 2007. Respondent's certification has lapsed. Should Respondent decide to renew his certification, or have his certificate reissued, he must comply with the following before his certificate will be renewed or reissued:</p> <p>1. Respondent shall provide written proof that he has successfully completed Safe Crisis Management training. Any expense for this training shall be paid by Respondent. 2. Respondent shall provide written proof that he has completed six (6) hours of professional development/training in the area of anger management. Any expense for this training shall be paid by Respondent. Should Respondent fail to satisfy either of these conditions, his certificate shall not be renewed or reissued until the condition is met.</p> <p>Vote: <i>Unanimous</i></p>

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0612281 (Leslie Brown)

Accept Agreed Order suspending Respondent's certificate for a period of one (1) year from the date of acceptance of this Order by the Board. During the one (1) year suspension period, Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky.

Respondent shall surrender the original certificate and all copies to EPSB, by hand-delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky, 40601. Upon reinstatement, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years from the date of issuance:

1. Respondent shall complete twelve (12) hours of ethics training prior to July 31, 2009. Any expense for required training shall be borne by the Respondent.

2. Respondent shall complete an alcohol/substance-abuse assessment from a Board-approved therapist, and follow and complete any recommended counseling. Any expense for required training shall be borne by the Respondent.

3. Respondent shall receive no further disciplinary action by any school district in the United States including, but not limited to, admonishment, reprimand, suspension or termination. By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions during the probationary period, her certificate shall be automatically suspended for an additional period of one (1) year. If applicable, at the conclusion of the one year suspension, Respondent's certificate shall remain suspended until such time as the probationary conditions are met.

Respondent is aware that should she violate KRS 161.120, either during or following this two (2) year period of probation, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

07122565 (Suzette Blair)

Accept Agreed Order suspending Respondent's certificate for a period of seven (7) days from the date of acceptance of this Order by the Board. During the seven (7) day suspension period, Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of

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Kentucky. Respondent shall surrender the original certificate and all copies to EPSB, by hand-delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky, 40601. Upon reinstatement, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years from the date of issuance: 1. Respondent shall complete twelve (12) hours of Board-approved ethics training prior to July 31, 2009. Any expense for required training shall be born by the Respondent. 2. Respondent shall receive no further disciplinary action by any school district in the United States including, but not limited to, admonishment, reprimand, suspension or termination.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions during the probationary period, her certificate shall be automatically suspended for an additional period of one (1) year. If applicable, at the conclusion of the one year suspension, Respondent's certificate shall remain suspended until such time as the probationary conditions are met. Respondent is aware that should she violate KRS 161.120, either during or following this two (2) year period of probation, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

0610253 (James Skaggs)

Accept Agreed Order permanently revoking Respondent's certificate, including any and all endorsements. Respondent shall immediately surrender the original and all copies of his certificate to the Board, by delivery or mail to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. From the date of acceptance of this Order by the Board, Respondent shall neither apply nor be issued a teaching certificate in the Commonwealth of Kentucky.

Vote: *Unanimous*

0807952 (Takuya Fujii)

Accept Agreed Order revoking Respondent's certificate. Respondent shall surrender the original and all copies of this certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road,

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Third Floor, Frankfort, Kentucky 40601.

Respondent shall neither renew nor apply for a teaching certificate in the Commonwealth of Kentucky on or before January 1, 2013.

Vote: *Unanimous*

0804768 (Henry Skidmore) Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, for ten (10) days from the date of the acceptance of this order by the Board. This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that she has completed an eight (8) hour course in classroom management and twelve (12) hours of ethics professional development/training by June 1, 2009. All training must be approved by the Board and any expense incurred for said training shall be paid by Respondent. Respondent agrees that should she fail to satisfy the above conditions, her certificate shall be automatically suspended until she provides written proof to the Board that she has completed the conditions.

Vote: *Unanimous*

0709172 (Jodi Hornback) Accept Agreed Order admonishing Respondent for breaking from accepted Safe Crisis Management techniques in restraining a combative child. The Board demands that the members of its profession always act with the utmost professionalism in the classroom. This requires strict adherence to Safe Crisis Management techniques and accepting the assistance of other trained personnel in such situations to prevent escalation. Respondent agrees that resolution of this matter by admonishment is conditioned upon her completion of a Board-approved course in Classroom Management with a focus on de-escalating violent situations prior to July 31, 2009. Any expense for required training shall be borne by the Respondent. Should she fail to meet this condition, the Board shall reinstate the disciplinary action and seek additional sanctions.

Vote: *Unanimous*

070350 (Marty Thorpe) Accept Agreed Order suspending Respondent's certificate for a period of two years from the date of acceptance of this Order by the Board. Respondent shall surrender the original and all copies of this

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certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. Reinstatement of Respondent's certificate is expressly conditioned upon Respondent providing, in addition to proof of any academic requirements, written evidence to the Board of the following.

1. Successful completion of 12 hours of professional development/training, approved by the Board, in the area of appropriate behavior management strategies for teaching exceptional children. Any expense for this professional development/training shall be paid by Respondent.
2. Compliance with any and all conditions of probation imposed by McLean District Court. Should Respondent fail to satisfy either of these conditions, his certificate shall remain suspended until all conditions are met.

Vote: *Unanimous*

07122511 (Patricia Hagan) Accept Agreed Order admonishing Respondent for conduct unbecoming. Respondent is reminded that, even when students exhibit the most challenging behavioral problems, teachers must refrain from subjecting students to embarrassment or disparagement. Respondent shall complete six (6) hours of professional development/training in professional ethics, as approved by the Board, no later than December 31, 2009. Any expenses incurred for said training shall be paid by Respondent. Respondent agrees that should she fail to satisfy this condition, her certificate shall be automatically suspended until Respondent provides written proof to the Board that she has completed said training.

Vote: *Unanimous*

0606159 (Julia Randle) Accept Agreed Order subjecting Respondent's certificate, and any future endorsements or new areas of certification, to the following probationary conditions for a period of two (2) years from the date of acceptance of this Order by the Board.

1. Respondent shall complete twelve (12) hours of ethics training prior to July 31, 2009. Any expense for required training shall be borne by the Respondent.
2. Respondent shall complete Board-approved professional development training in the

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areas of administrative practice and employee management. Any expense for required training shall be borne by the Respondent. By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions, her certificate shall be automatically suspended for a period of one (1) year. If applicable, at the conclusion of the one year suspension, Respondent's certificate shall remain suspended until such time as conditions 1 and 2 are met. Respondent is aware that should she violate KRS 161.120, either during or following this two (2) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions. Respondent further agrees that she shall not serve in the capacity of principal for the remainder of her tenure as educator in the Commonwealth of Kentucky. Should she fail to abide by this agreement, Respondent's Principal, K-12 endorsement of her certificate shall be automatically revoked for a period of five (5) years.

Vote: *Unanimous*

0605139 (Teresa Wright)

Accept Agreed Order admonishing Respondent for not observing the physical contact restrictions imposed upon her by the principal's first reprimand and engaging in conduct which would support a finding of inappropriate conduct. The Board trusts the members of its profession to exhibit due diligence and exercise extraordinary care of the students entrusted to their supervision. Even if a child exhibits behavior initiating over-familiar contact, such contact is inappropriate in both appearance and fact and it is the responsibility of the educator to discourage and deter such behavior. The foregoing admonishment is supported by the following:

1. Respondent successfully completed twelve (12) hours of ethics training in July 2008.
2. Respondent had a complete psychological evaluation, which included a Multiphasic Sex Inventory –II, by Stuecker & Associates – EAP, in July and August 2008 and was found to have no clinically significant personality abnormalities or a personality disorder.

Vote: *Unanimous*

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0808973 (Marshall Iseral) Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

0805823 (Bethany Smith) Accept Agreed Order which provides for the following:

1. Respondent is admonished for appearing to fail to protect the health, safety, and emotional well-being of a student, by allowing a student to eat lunch in a restroom adjoining her classroom, which was used for de-escalation space for the special needs student during aggressive behavior towards other students. Respondent is also admonished for failing to proactively alert the student's parents about the nature of the de-escalation space.

2. Respondent's certificate is retroactively suspended from July 1, 2008 through July 30, 2008, a period of thirty (30) days. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of her certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, so that the retroactive suspension can be noted on Respondent's original certificate and any copies. 3. Respondent shall complete twelve (12) hours of professional development/training in professional ethics, as approved by the Board, no later than December 31, 2009. Any expenses incurred for said training shall be paid by Respondent. Respondent agrees that should she fail to satisfy this condition, her certificate shall be automatically suspended until she provides written proof to the Board that she has completed said training.

Vote: *Unanimous*

0707133 (Charles Caldwell) Accept Agreed Order which provides for the following:

Respondent shall complete six (6) hours of anger management classes and six (6) hours of

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professional development/training in the area of safe physical classroom management prior to December 31, 2009. Any expenses for the required training shall be paid by Respondent. Should the Board learn that Respondent has violated the terms of this Paragraph, it shall automatically suspend his certificate with reinstatement conditioned upon successful completion of training.

Vote: *Unanimous*

07112155 (Leonard Coulter) Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, for five (5) days retroactively from March 28, 2007 through April 3, 2007. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that he has completed twelve (12) hours of professional development/training in the areas of ethics and classroom management, as approved by the Board. Any expense incurred for the program shall be paid by Respondent. Respondent agrees that should he fail to satisfy the above condition, his certificate shall be automatically suspended until he provides written proof to the Board that he has completed the conditions.

Vote: *Unanimous*

07112078 (Robert King) Accept Agreed Order subjecting Respondent's certificate to the following probationary conditions for a period beginning upon entry of this Agreed Order and concluding June 30, 2010:

1. Prior to expiration of the probationary period, Respondent shall submit proof that, during the probationary period, he has taken 15 hours of Board or district approved professional development/training in behavior management. Any expense for the training shall be Respondent's responsibility to arrange, not the Board's.
2. During the probationary period, Respondent shall receive no disciplinary action from any school district or educational licensing/certification agency in the United States for conduct involving physical contact with a student. The parties agree that

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“disciplinary action” is defined as a written reprimand, suspension or termination issued by a school district or state agency that is upheld after a due process/arbitration hearing if requested by Respondent. Respondent agrees that the failure to satisfy any of the above conditions may be considered by the Board to constitute grounds to suspend Respondent’s certificate for a period of up to six (6) months. Respondent is aware that should he violate KRS 161.120 during this period of probationary conditions, the Board may initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

- 08020467 (John Eldridge) Accept Agreed Order subjecting Respondent’s certificate to the following probationary conditions for a period of two (2) years from the date of acceptance of this Order by the Board:
1. Respondent shall supply the Board with a report from a licensed and Board-approved counselor that he is psychologically fit to return to duty prior to July 31, 2009. Any expense for said assessment and treatment shall be borne by Respondent.
 2. Respondent shall complete twelve (12) hours of ethics training prior to July 31, 2009. Any expense for required training shall be borne by the Respondent.
 3. Respondent shall successfully complete a Board-approved course in sexual harassment awareness training prior to July 31, 2009. Any expense for required training shall be borne by the Respondent.
 4. Respondent shall receive no further disciplinary action by any school district in the United States including, but not limited to, admonishment, reprimand, suspension or termination.
- By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions during the probationary period, his certificate shall be automatically suspended for a period of one (1) year. If applicable, at the conclusion of the one year suspension, Respondent’s certificate shall remain suspended until such time as the probationary conditions are met. Respondent is aware that should he violate KRS 161.120, either during or following this two (2) year period of probationary conditions, the

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Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

Recommended Order

Case Number

Decision

0708149 (Jon Ryker)

Accept the Hearing Officer's Findings of Facts, Conclusions of Law, and modify the Recommended Order to include twelve (12) hours of training in classroom management and instructional technique in addition to the one (1) year suspension.

Vote: *Unanimous*

Motion made by Mr. DeAtley, seconded by Ms. May, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 2:40 p.m.

Next Meeting: May 18, 2009
 9:00 AM (EDT)
 EPSB Board Room
 Frankfort, Kentucky

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item A

Information Item:

SLLA and Teaching Reading Test Reviews

Applicable Statute or Regulation:

KRS 161:030

16 KAR 6:010

16 KAR 6:030

Applicable Goals:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Background:

Tests are typically selected for review based on the following criteria:

- issues from the field
- date of last review/Standard Setting Study
- date of last/proposed Educational Testing Service (ETS) test regeneration
- performance trends
- test volume
- other (for example, HQ requirements)

EPSB staff recently hosted a review of the redesigned *School Leadership Licensure Assessment (SLLA)-1011* and the newly developed Praxis II *Teaching Reading (0204)* test.

SLLA (1011)

ETS has completely restructured the *SLLA*. The test is now tied directly to the 2008 Interstate School Leadership Licensure Consortium (ISLLC) standards, and the length and format have changed substantially.

Current SLLA	Revised SLLA
Six-hour test	Four-hour test
25 constructed response items	100 multiple choice items; 7 constructed response
\$430.00	\$350.00

The purpose of the review was to provide administrator educators the opportunity to review the new test prior to the Standard Setting Studies (SSS). ETS will be facilitating two multi-state SSSs. Kentucky will have administrator and administrator educator representatives on both panels. Participants will review the assessment, provide independent judgments, and engage in panel-wide discussions. A recommended study

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value will be derived from the judgments made by panelists. After the two panels meet, each state will ultimately decide for itself the passing score requirement for licensure in that state. At that time, the EPSB could hold a Kentucky-only SSS if the Board deems it necessary.

Teaching Reading (0204)

Currently, there is no Kentucky-validated assessment appropriate for deeming teachers highly qualified (HQ) to teach reading. The purpose of the review was to determine whether to proceed with a SSS for possible use of the test as a measure for determining HQ status for teaching reading. The test would not be required for certification, but it would serve as an option for teachers whose certification grants them ability to teach reading and who also want to be deemed HQ to teach reading.

Test Review Results

SLLA (1011)

Review panel—eight administrator educator faculty members

Administration of the new *SLLA (1011)* will begin fall 2009. ETS will provide states time to make regulatory changes in order to replace the old *SLLA (1010)*. Kentucky has both administrator and administrator educator representatives on the upcoming multi-state SSSs.

Teaching Reading (0204)

Review panel—one classroom teacher, three higher education faculty members

Panelists recommended that the EPSB proceed with a SSS for possible use of the test as a measure for determining HQ status for teaching reading.

Contact Person:

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Executive Director

Date:

May 18, 2009

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item B

Information Item:

16 KAR 7:010 Kentucky Teacher Internship Program (KTIP), Notice of Intent

Applicable Statutes and Regulation:

KRS 161.030
16 KAR 7:010

Applicable Goal:

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Background:

KRS 161.028 stipulates that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. 16 KAR 7:010 establishes the requirements for the Kentucky Teacher Internship Program.

Currently, resource teachers may serve only one intern or the equivalent of one intern during an academic year. Based upon input from the Kentucky Advisory Council for Internships (KACI) and the KTIP Task Force, staff is recommending that a resource teacher be permitted to serve two interns.

Rationale

To give school administrators greater flexibility in assigning appropriately skilled resource teachers, a resource teacher shall be permitted to serve two (2) interns. Allowing a resource teacher to serve two interns could also support a collaborative model in those situations where collaboration meets the needs of the intern as defined in the professional growth plan.

Revisions to 16 KAR 7:010

Section 2: 2(a-b) Revisions have been made to reflect updated task titles currently used in the Teacher Performance Assessment Handbook.

Section 5: 2(c)6. Provide the opportunity for the intern to receive mentoring in a collaborative setting if such collaboration meets the needs of the intern as defined in the professional growth plan and is documented on the resource teacher time sheet.

Section 7. (2) A resource teacher shall:

(a) Not serve as a resource teacher for more than two (2) [~~one (1)~~] teacher interns [~~intern~~] concurrently

Contact Person:

Mr. Robert Brown, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: robertl.brown@ky.gov

Executive Director

Date:

May 18, 2009

16 KAR 7:010. Kentucky Teacher Internship Program.

RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030,

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. This administrative regulation establishes the requirements for the Kentucky Teacher Internship Program.

Section 1. Definitions. (1) "Confirmation of Employment" means the electronic document or a hardcopy of the same name that is submitted to the Education Professional Standards Board by the employing school district or nonpublic school to document employment of a teacher intern.

(2) "Half-time basis" means teaching fifteen (15) hours per week in the intern's area of certification.

(3) "Instructional day" means a day that:

(a) The teacher intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development for compensation from the district or employing school; and

(b) Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

(4) "Resource Teacher Time Sheet" means the electronic document or a hardcopy of the same name that is submitted to the Education Professional Standards Board and is used by resource teachers to record in-class hours and, for compensation, resource teacher out-of-class hours.

(5) "Teacher intern" means any new teacher or out-of-state teacher with less than two (2) years of successful teaching experience, preschool through grade twelve (12), who has obtained a provisional certificate and is seeking initial certification in Kentucky.

Section 2. Basis for Professional Judgment by the Beginning Teacher Committee. (1) A teacher intern and the beginning teacher committee shall follow the requirements established in this administrative regulation.

(a)1. The teacher intern shall successfully complete a KTIP Teacher Performance Assessment.

2. The assessment shall be organized according to three cycles of the internship year and shall be a set of twelve (12) ~~[ten]~~ teaching tasks designed to provide interns the opportunity to demonstrate performance of the Kentucky Teacher Standards established by the Education Professional Standards Board in 16 KAR 1:010.

(b) The twelve (12) ~~[ten (10)]~~ teaching tasks shall be grouped into three (3) components as follows:

1. Component I: Classroom Teaching, which shall include:

a. Task A-1: Teaching and Learning Context;

b. Task A-2: Lesson Plan;

c. Task B: Classroom Observation; and

d. Task C: Lesson Analysis and Reflection;

2. Component II: Professional Responsibilities, which shall include:

a. Task D: Collaborate to Address Special Learning Needs;

b. Task E: Assess and Manage Professional Growth; and

c. Task F: Leadership; and

3. Component III: Instructional Unit, which shall include:

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- 1 a. Task G: Designing the Instructional Unit;
- 2 b. Task H: The Assessment Plan;
- 3 c. Task I: Designing Instructional Strategies and Activities;
- 4 d. Task J-1: Organizing and Analyzing the Results Reflecting on the Impact of
- 5 Instruction; and
- 6 e. Task J-2: Communication and Follow-Up.
- 7 ~~1. Component I: Classroom Teaching, which shall include:~~
- 8 ~~a. Task A: Develop a Lesson Plan;~~
- 9 ~~b. Task B: Demonstrate Teaching Skills during Classroom Observation; and~~
- 10 ~~c. Task C: Analyze and Evaluate Teaching of a Lesson;~~
- 11 ~~2. Component II: Professional Responsibilities; which shall include:~~
- 12 ~~a. Task D: Collaborate to Address Special Learning Needs;~~
- 13 ~~b. Task E: Assess and Manage Professional Growth; and~~
- 14 ~~c. Task F: Demonstrate Professional Leadership; and~~
- 15 ~~3. Component III: Instructional Unit; which shall include:~~
- 16 ~~a. Task G: Design Learning Objectives and Assessments for an Instructional Unit;~~
- 17 ~~b. Task H: Design Instructional Strategies and Activities for the Instructional Unit;~~
- 18 ~~c. Task I: Analyze, Use and Communicate Unit Learning Results; and~~
- 19 ~~d. Task J: Reflect on and Evaluate Teaching and Learning in the Instructional Unit.]~~

20 (2) In arriving at its professional judgment, the beginning teacher committee shall utilize
21 the scoring rubrics contained within the KTIP Intern Performance Record, and take into
22 consideration the progress of the teacher intern throughout the school year and,
23 particularly, the level of performance that has been achieved near the end of the

1 internship. The beginning teacher committee shall determine the progress and
2 improvement of the teacher intern, pursuant to KRS 161.030, by:

- 3 (a) A systematic observation of classroom performance;
- 4 (b) An ongoing review of documented evidence developed by the teacher intern of
5 progress toward demonstration of the applicable standards; and
- 6 (c) A review of the teacher intern's response to the suggestions and recommendations
7 made by the beginning teacher committee during its meetings with the teacher intern
8 throughout the internship.

9 (3) Throughout the internship, the teacher intern and the beginning teacher committee
10 shall utilize the Kentucky Teacher Standards established by the Education Professional
11 Standards Board in 16 KAR 1:010. Teacher Interns and their committees shall use the
12 indicators for each standard as outlined in the KTIP Intern Performance Record.

13 Section 3. Beginning Teacher Committee Membership Appointment. (1)(a) School
14 districts shall maintain a pool of resource teachers and principals who have successfully
15 completed the Kentucky Teacher Internship Program Committee training in order to
16 assure eligibility for appointment to beginning teacher committees.

17 (b) The Kentucky Teacher Internship Program Committee training may be approved for
18 up to twelve (12) hours of professional development credit toward the continuing
19 education requirements for resource teachers pursuant to KRS 161.095 and Effective
20 Instructional Leadership Act (EILA) credit for administrators pursuant to KRS 156.101.

21 (2) The employing school district shall recommend principals and resource teachers for
22 appointments by the Education Professional Standards Board to beginning teacher
23 committees.

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(3) If the teacher intern is teaching at a nationally or regionally accredited nonpublic school without a principal, the accrediting organization's guidelines for designating the school head or school leader shall be used by the employing school in making the recommendation for appointment of the principal member. If no guidelines exist, the school shall provide a written rationale for the appointment to the Education Professional Standards Board for approval.

(4) Representatives of the teacher training institutions shall consult the Education Professional Standards Board with respect to the school districts and the geographical area to be served by teacher educator members on beginning teacher committees. All teacher educators shall have completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(5) The teacher training institution shall appoint a teacher educator no later than thirty (30) days after being notified by the district or nonpublic school of the need for a teacher educator. If the teacher intern is employed after the date required to submit the Confirmation of Employment in accordance with Section 4(3)(a) of this administrative regulation, the teacher training institution shall appoint a teacher educator no later than ten (10) days after being notified by the district or nonpublic school of the need for a teacher educator.

(6) If the superintendent or designated nonpublic school head or leader determines that a teacher educator is unsuitable for appointment, the superintendent or designated nonpublic school head or leader shall submit a written request for removal to the Education Professional Standards Board. The request shall contain the following:

(a) The facts and circumstances that form the basis for removal for cause; and

(b) The name of a qualified replacement submitted after consultation with the principal of the employing school and the Kentucky Teacher Internship Program university and district coordinators for that school district.

(7) The Education Professional Standards Board shall send written notification to the teacher intern, the beginning teacher committee, the superintendent or designated nonpublic school head or leader, and the teacher training institution of its decision regarding the request for removal.

Section 4. Requirements for Time in the Internship and Classroom Assignment. (1) The one (1) year internship shall be completed during one (1) of the following:

(a) No less than 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation during one (1) school year; or

(b) Two (2) semesters totaling at least 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation in two (2) consecutive school years.

(2) The internship shall be established for each teacher intern whose initial employment begins at any time during the school term except if the date of employment does not allow for completion of at least seventy (70) instructional days of employment during the school year. If the period of employment is less than seventy (70) instructional days in a school year, the local school district shall declare an emergency as provided in KRS 161.100, authorizing the superintendent to request an emergency teaching certificate. The employing school district shall be responsible for providing assistance and supervision to the new teacher during the period of employment under an emergency certificate.

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(3)(a) The school district or nonpublic school shall complete and submit to the Education Professional Standards Board the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable:

1. Within thirty (30) days from the date of hire or on or before October 15, whichever occurs first, for a teacher intern participating in the internship for the fall semester or full year; or

2. Within thirty (30) days from the date of hire or on ~~On~~ or before February 15, whichever comes first, for a teacher intern participating in the internship for the spring semester.

(b) If the teacher intern begins employment after the dates established for submission of the Confirmation of Employment in paragraph (a) of this subsection, the school district or employing school shall submit the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable within ten (10) days of the date of hire. A one (1) year internship certificate shall be issued in accordance with the provisions of 16 KAR 2:010 and 16 KAR 4:050.

(c) If the district or employing school fails to report verification of enrollment in the internship by the applicable date established in paragraph (a) or (b) of this subsection, and there is insufficient time remaining for the teacher intern to complete the number of days required under subsection (1) of this section, the district or employing school shall declare an emergency as provided in KRS 161.100, and the teacher intern shall enroll in the internship in the next semester of employment when at least seventy (70) instructional days are available.

(d) Failure to submit the completed Confirmation of Employment or declare an emergency in accordance with paragraph (a), (b), or (c) of this subsection shall:

1 1. Be a violation of KRS 161.020; and

2 2. Result in the number of days the teacher intern taught without a valid certificate being
3 included in the out of field report submitted to the Commissioner of the Department of
4 Education in accordance with KRS 161.1221.

5 (4) A teacher intern may participate in the internship if the intern is teaching in the
6 intern's area of certification on at least a half-time basis. A school district or nonpublic
7 school offering employment to a new teacher for part-time services which do not
8 conform to the definition of half-time basis shall request a waiver from the Education
9 Professional Standards Board staff for the new teacher to participate in the Kentucky
10 Teacher Internship Program. The waiver request shall detail how the part-time
11 employment offered by the district or nonpublic school is commensurate with the half-
12 time basis requirement of this administrative regulation.

13 (5)(a) Termination or resignation of the internship shall be prohibited unless a written
14 resignation detailing the facts surrounding the resignation is received and approved by:

- 15 1. The superintendent or designated nonpublic school head or leader; and
16 2. The Education Professional Standards Board staff.

17 (b) A teacher intern who terminates or resigns the internship without the approval of the
18 Education Professional Standards Board staff shall be recorded as unsuccessfully
19 completing the internship for that school year.

20 (6) The internship shall be established in a classroom which corresponds to the certificate
21 of the teacher intern. An internship shall not be established in a classroom designated as
22 an alternative school, classroom or program unless the district superintendent or
23 designated nonpublic school head or leader submits a written request for a waiver to the

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1 staff of the Education Professional Standards Board. The request shall include the
2 following:

3 (a) The type of students that attend the alternative school, classroom or program;

4 (b) The student selection and placement process;

5 (c) The level of support for students and faculty provided by the district or nonpublic
6 school;

7 (d) The degree of administrative support within the school, classroom, or program;

8 (e) The location and facility that houses the school, classroom, or program;

9 (f) The instructional resources available to the faculty;

10 (g) The curriculum used by the school, classroom, or program;

11 (h) The manner in which the school, classroom, or program collaborates with other
12 schools within the district;

13 (i) The current faculty and staff positions assigned to the school, classroom, or program;

14 (j) A brief description of how a teacher intern placed in the alternative school, classroom,
15 or program could demonstrate that the teacher intern has met all of the applicable
16 standards;

17 (k) Contact information for an individual who could provide additional information about
18 the request; and

19 (l) A signed affidavit by the superintendent, the superintendent's designee, or the
20 designated nonpublic school head or leader confirming the information.

21 (7) The Education Professional Standards Board staff shall grant the waiver if there is a
22 determination that the request and accompanying documentation sufficiently demonstrate
23 that:

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1 (a) The level of support and services provided to the teacher intern assigned to an
2 alternative school, classroom, or program is equivalent to that provided to a teacher intern
3 placed in a nonalternative setting; and

4 (b) The intern assigned to the alternative school, classroom, or program shall be provided
5 the opportunity to successfully demonstrate all Kentucky Teacher Standards.

6 (8) If the waiver is granted, it shall remain in effect for the duration of the internship.

7 Section 5. Designation and Duties of Chair; Responsibilities of Resource Teacher,
8 Teacher Intern, and Teacher Educator; Requirements for Timing and Content of
9 Beginning Teacher Committee Meetings. (1) The principal member of the three (3)
10 person beginning teacher committee shall serve as chair and shall be responsible for
11 convening the committee and coordinating its efforts by scheduling observations and
12 committee meetings. The chair shall be responsible for the timely submission of all
13 documents and reports of the beginning teacher committee as required by this
14 administrative regulation. All documents and reports shall be submitted through the
15 electronic reporting system, or by hard copy if the electronic reporting system is
16 unavailable. In addition, the chair shall:

17 (a)1. Make three (3) official observation visits to the teacher intern's classroom with each
18 observation lasting one (1) hour in duration or one (1) class period; or

19 2. Make two (2) one (1) hour or one (1) class period observation visits followed by an
20 observation of the teacher intern's one (1) hour or one (1) class period videotaped
21 classroom lesson;

22 (b) Conduct a lesson plan review prior to each of the three (3) observations and a
23 postobservation conference after each observation;

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- 1 (c) Report progress observed and concerns to the committee at the scheduled committee
- 2 meetings;
- 3 (d) Monitor the time that the resource teacher spends with the teacher intern both in and
- 4 out of class and sign the electronic version of the resource teacher time sheets or the hard
- 5 copy of the resource teacher time sheets if the electronic reporting system is unavailable;
- 6 and
- 7 (e) Ensure that all program policies and procedures are followed.
- 8 (2) The resource teacher shall be a mentor to the teacher intern and assess the teacher
- 9 intern's progress in the internship.
- 10 (a) The resource teacher, upon completion of Kentucky Teacher Internship Program
- 11 Committee Training and upon appointment, shall begin to assist the teacher intern.
- 12 (b) The resource teacher shall spend the required amount of hours working with the
- 13 teacher intern in the classroom setting as specified in KRS 161.030(7).
- 14 1. As a portion of the hours, the resource teacher shall conduct:
- 15 a. Three (3) official observations with each observation lasting one (1) hour in duration or
- 16 one (1) class period; or
- 17 b. Two (2) observations lasting one (1) hour in duration or one (1) class period followed
- 18 by an observation of the teacher intern's one (1) hour or one (1) class period videotaped
- 19 classroom lesson.
- 20 2. The observations shall be preceded by a preobservation conference and lesson plan
- 21 review and shall be concluded with a pre-observation conference.
- 22 (c) Pursuant to the resource teacher requirements established in KRS 161.030(7), a
- 23 resource teacher shall complete out-of-class time identified in KRS 161.030 in
- 24 consultation with the teacher intern to:

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1. Assist the teacher intern in the development of the professional growth plan;
 2. Assist the teacher intern in areas identified in the professional growth plan;
 3. Assist the teacher intern with instructional activities such as planning, management techniques, assessment, and parent conferences;
 4. Assist the intern in arranging to attend seminars, conferences, or lectures offering educational assistance commensurate with the teacher intern's professional growth plan;
 5. Continually assess the teacher intern's progress in the internship in relation to each of the Kentucky Teacher Standards; ~~and~~
 6. Provide the opportunity for the intern to receive mentoring in a collaborative setting if such collaboration meets the needs of the intern as defined in the professional growth plan. Mentoring in a collaborative setting shall be documented on the Resource Teacher Time Sheet; and
 7. Enter and submit data into the online Resource Teacher Time Sheet or the hard copy of that document if the electronic reporting system is unavailable.
- (d) The resource teacher shall divide the consultation time required in paragraphs (b) and (c) of this subsection into appropriate increments that provide support for the teacher intern throughout the internship. The resource teacher shall not spend this required consultation time with the teacher intern at required in-school or district-wide meetings, or any other activity for which the resource teacher receives compensation from the district or employing school, to include a professional development activity.
- (3) The teacher intern shall:
- (a) Complete all requirements of the Kentucky Teacher Internship Program as established in KRS 161.030 and this administrative regulation, including compliance with the Kentucky Teacher Standards;

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- (b) Attend the orientation, pre-observation, and post-observation conferences with individual committee members, and all beginning teacher committee meetings;
 - (c) Participate with the resource teacher in consultation time to be spent outside of an instructional setting in the amount of time specified in KRS 161.030;
 - (d) Cooperate with the resource teacher in completing the instructional observations;
 - (e) Complete a professional growth plan (PGP);
 - (f) Prepare for three (3) official one (1) hour observations by each committee member during the internship, including submitting a written lesson plan to the observer in a timely fashion prior to each visit. Each observation shall be one (1) hour in duration or one (1) class period;
 - (g) Develop documentary evidence of progress toward demonstration of the applicable standards for presentation and review at committee meetings; and
 - (h) Review all electronic documents completed by the beginning teacher committee and affix an electronic signature if required. If the electronic version of a document is unavailable through the electronic reporting system, the teacher intern shall review and sign a hard copy version of the document.
- (4) The teacher educator shall:
1. Make three (3) official observations of the teacher intern with each observation lasting one (1) hour in duration or one (1) class period; or
 2. Make two (2) observations of one (1) hour in duration or one (1) class period, followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lesson;
- (b) Conduct a lesson plan review prior to each of the three (3) observations and a postobservation conference after each observation; and

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1 (c) Report progress observed and concerns to the committee at the scheduled committee
2 meetings.

3 (5) Observations and committee meetings shall be scheduled in accordance with the
4 following:

5 (a) The orientation meeting shall be held prior to the conduct of any formal classroom
6 observations of the teacher intern;

7 (b) The classroom observations by all committee members shall occur prior to the
8 corresponding committee meeting;

9 (c) The classroom observations and second committee meeting shall be held between one
10 (1) and sixty (60) instructional days following the orientation meeting;

11 (d) The classroom observations and third committee meeting shall be held between sixty-
12 one (61) and 110 instructional days following the orientation meeting; and

13 (e) The taping and reviews of the video or classroom observations and fourth committee
14 meeting shall be held between 111 and 140 instructional days following the orientation
15 meeting.

16 (6) Committees formed during the spring semester shall establish a meeting schedule that
17 observes the time sequences established in subsection (5) of this section for the full-year
18 teacher interns but which shall span the spring and fall semesters of two (2) consecutive
19 school years.

20 (7)(a) Classroom observations conducted by committee members shall be:

- 21 1. Of at least one (1) hour or one (1) class period in duration; and
22 2. In the classroom or at the work station of the teacher intern.

23 (b) Additional classroom observations may be conducted at the option of the committee.

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1 (c) All classroom observations shall be scheduled in advance in order to provide adequate
2 time for preparation by the teacher intern.

3 (8) All members of the committee shall attend all four (4) meetings of the committee.

4 (9) At the orientation meeting of the beginning teacher committee, the following items
5 shall be addressed:

6 (a) Expectations on the part of the teacher intern and each committee member;

7 (b) Procedures and materials for classroom observations;

8 (c) Use of classroom observation data in designing the teacher intern's professional
9 growth plan;

10 (d) Requirements for the teacher intern for compiling documentary evidence of progress
11 toward demonstration of the applicable standards;

12 (e) General schedule for the events to take place during the internship program; and

13 (f) Work of the resource teacher with the teacher intern.

14 (10)(a) The primary purpose of the second and third committee meetings shall be to
15 provide the teacher intern with information based on classroom observations, review of
16 the teacher intern's documented evidence of progress toward demonstration of the
17 applicable standards, and reports of the resource teacher that shall support the growth of
18 the teacher intern.

19 (b) The committee shall provide the teacher intern at the second, third, and fourth
20 meetings with a consensus assessment of the teacher intern's progress in the internship in
21 relation to each of the Kentucky Teacher Standards.

22 (11) The Professional Growth Plan (PGP) shall be initiated at the second committee
23 meeting.

(12) The third meeting shall include a review of expectations for the performance of the teacher intern, taking into account the reflections of the teacher intern and the committee members, and incorporating these expectations and reflections into the PGP.

(13) The fourth meeting shall include a professional judgment by the committee members on the satisfactory completion of the one (1) year internship. This judgment shall be based upon the teacher intern's ability to meet the requirements of all Kentucky Teacher Standards.

Section 6. Decision by the Beginning Teacher Committee, Reporting, and Certification Actions.

(1)(a) The decision of the beginning teacher committee as to satisfactory completion of the internship for all full-year teacher interns shall be reported by the chair to the local school superintendent or other employer and to the Education Professional Standards Board by May 1 or no later than two (2) weeks following the final committee meeting, whichever occurs first.

(b) For teacher interns completing the internship in December, the final report shall be submitted by December 15.

(c) If a teacher intern's performance is judged by the committee to be unsuccessful, the school district or employing school shall submit the following documentation to the Education Professional Standards Board by the deadlines established in paragraphs (a) and (b) of this subsection:

1. Record of Teacher Internship Year;
2. Resource Teacher Time Sheets;

3. All Teacher Performance Assessment documents created in compliance with Section 2 of this administrative regulation;

4. School Calendar;

5. Video if available;

6. Any electronic communications that relate to any aspect of the internship sent to the teacher intern along with read receipts and responses back from the teacher intern if available; and

7. The KTIP Intern Performance Record or the KTIP IECE Intern Performance Record.

(d) All materials submitted shall become the property of the Education Professional Standards Board and shall not be returned to the teacher intern.

(2) Failure to meet the deadlines established in subsection (1) of this section may warrant action against the District Superintendent's or employing school head or leader's certification.

(3) If a teacher intern's performance is judged by the committee to be unsatisfactory, the teacher intern shall have the opportunity to repeat the internship during one (1) additional school year contingent upon employment within the period of validity of the statement of eligibility for internship. If the teacher intern does not successfully complete the internship during the period of validity of the statement of eligibility, the teacher intern shall requalify for admission to the remaining one (1) year of internship by meeting the requirements in effect at the time of reapplication for certification.

(4)(a) If the teacher intern is unable to complete the internship within one (1) school year in accordance with the requirements of Section 5 of this administrative regulation, an interim report shall be submitted to the EPSB through the electronic system, or by hard

1 copy if the electronic system is unavailable within ten (10) days of the date the internship
2 ceases.

3 (b) Under extraordinary circumstances and with the approval of the EPSB, the teacher
4 intern may continue the internship during a subsequent school year if employed in a
5 public or nonpublic accredited school. Extraordinary circumstances shall include:

- 6 1. Serious medical conditions;
- 7 2. Temporary disability; or
- 8 3. Military deployment.

9 (c) The provisions of Section 4(1)(b) of this administrative regulation shall not apply if
10 the EPSB approves the request for an exception based on extraordinary circumstances in
11 this situation.

12 Section 7. Payments to Committee Members. (1) The Education Professional Standards
13 Board shall contract with the local school district, or make other appropriate
14 arrangements, for the direct service of a resource teacher to each teacher intern.

15 (2) A resource teacher shall:

16 (a) Not serve as a resource teacher for more than two (2) ~~one (1)~~ teacher interns ~~[intern]~~
17 concurrently; and

18 (b) Be paid a stipend in accordance with subsection (3) of this section.

19 (3)(a) Contingent upon funding, the Education Professional Standards Board shall
20 provide a stipend in an amount not to exceed \$1,400 to each resource teacher as
21 compensation for out-of-class time spent with the teacher intern.

22 (b) The stipend shall be prorated if the required number of hours are not performed and
23 documented pursuant to the requirement of Section 5(2) of this administrative regulation.

(c) The stipend shall be Disbursed in accordance with KRS 161.030(6)(f) on a biannual basis corresponding to the semester in which the mentoring occurred or on an annual basis for full-year interns with payment being disbursed at the end of the one (1) year internship.

1. The frequency of the disbursement shall be at the option of the district if the resource teacher is serving in a public school district.

2. If the resource teacher is serving in a nonpublic school, the frequency of the disbursement shall be determined by the submission of the resource teacher time sheets.

Section 8. Appeals. (1)(a) If a Beginning Teacher Committee finds that a teacher intern was unsuccessful, the Education Professional Standards Board shall notify the teacher intern by certified mail to the last known address of the teacher intern.

(b) To appeal the decision, the teacher intern shall file a written notice of appeal within thirty (30) calendar days of the date the written notice of finding of unsuccessful completion of the internship is received by the teacher intern. If the teacher intern fails to maintain a current address with the Education Professional Standards Board or refuses to claim the certified mail the teacher intern shall file a written notice of appeal within thirty-five (35) days of the date the notice is mailed to the teacher intern's last known address.

(c) If a written notice of appeal is not received within the timeline established in paragraph (b) of this subsection, the Beginning Teacher Committee's decision shall be final.

(2)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons.

The appeals committee shall include:

1. One (1) teacher;

- 1 2. One (1) principal;
- 2 3. One (1) teacher educator; and
- 3 4. The Executive Director of the Educational Professional Standards Board, or his or her
- 4 designee.
- 5 (b) The appeals committee members shall be chosen from a pool of committee candidates
- 6 appointed annually by the Education Professional Standards Board.
- 7 (c) An appeals committee member shall not take part in a decision in which the member
- 8 has an interest or is biased.
- 9 (3)(a) The appeals committee shall review the written appeal by the teacher intern, all
- 10 beginning teacher committee reports, any additional documentation that accompanied the
- 11 final report, and any written responses from the members of the beginning teacher
- 12 committee.
- 13 (b) The appeals committee shall base its recommendation upon the following
- 14 requirements:
- 15 1. Evidence of the teacher intern's ability to meet the requirements of the Kentucky
- 16 Teacher Standards;
- 17 2. Appropriate documentation of the instructional setting and outside normal working
- 18 hours spent by the resource teacher in assisting the teacher intern as specified in KRS
- 19 161.030(7);
- 20 3. Assignment of beginning teacher committee members in accordance with legal
- 21 requirements;
- 22 4. Compliance with the requirements for the timing, content, reporting, and signing of
- 23 teacher intern performance records, meeting and observation forms, and resource teacher
- 24 time sheets; and

1 5. Agreement between teacher intern performance records, professional growth plans,
2 beginning teacher committee meeting reports, the teacher performance assessment, and
3 the final decision of the committee.

4 (4) The appeals committee shall make a recommendation to the Education Professional
5 Standards Board on the appeal within sixty (60) days following the receipt of the appeal,
6 unless good cause exists for additional time. The Education Professional Standards Board
7 shall issue a final decision in each appeal reviewed by the appeals committee. The
8 Education Professional Standards Board may consider the appeals committee
9 recommendation and the records reviewed by the appeals committee in issuing its
10 decision.

11 (5) If the decision of the beginning teacher committee is not upheld, the Education
12 Professional Standards Board shall issue the appropriate certificate to the teacher intern.

13 (6) If the decision of the beginning teacher committee is upheld, the Education
14 Professional Standards Board shall issue another Statement of Eligibility for Internship,
15 unless:

16 (a) The teacher intern has exhausted the two (2) year provision for participation in the
17 Kentucky Teacher Internship Program; or

18 (b) The period of validity of the statement of eligibility has expired.

19 (7) If, during the appeal process, it becomes evident that the beginning teacher committee
20 has committed some procedural violation during the internship which makes it
21 impossible to determine if the teacher intern has in fact been unsuccessful, the Education
22 Professional Standards Board may nullify the internship and allow the teacher intern to
23 repeat the internship without penalty.

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(8) If the teacher intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the teacher intern may request a formal hearing under the provisions of KRS Chapter 13B. The request shall be filed in writing with the Executive Director of the Education Professional Standards Board within fifteen (15) calendar days of the date the board's decision is received by the teacher intern.

(9) In notifying the teacher intern of the board's decision, the Education Professional Standards Board shall send the decision of the board by certified mail to the last known address of the teacher intern. If the teacher intern fails to maintain a current address with the Education Professional Standards Board, or refuses to claim the certified mail, the request for a hearing shall be filed in writing with the Executive Director of the Education Professional Standards Board within (20) calendar days of the date the board's decision is mailed to the teacher intern by certified mail.

Section 9. A teacher intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program shall not be eligible for a Kentucky teaching certificate under this administrative regulation.

Section 10. A teacher intern serving the internship in Interdisciplinary Early Childhood Education (IECE) shall successfully demonstrate the Kentucky Teacher Standards as adapted to the IECE standards and shall utilize the KTIP IECE Intern Performance Record.

Section 11. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) Confirmation of Employment, November 2004;

(b) KTIP Intern Performance Record, March 2008

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- 1 (c) KTIP IECE Intern Performance Record, March 2008;
- 2 (d) Record of Teacher Internship Year, March 2008; and
- 3 (e) Resource Teacher Time Sheet, March 2008.
- 4 (2) This material may be inspected, copied, or obtained, subject to applicable copyright
- 5 law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor,
- 6 Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

DRAFT

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item C

Information Item:

Union College: Report of Accreditation Issues

Applicable Statute and Regulation:

KRS 161.028

16 KAR 5:010, Section 20

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Background:

During the May 19, 2008 meeting of the Education Professional Standards Board (EPSB), the board granted Continuing Accreditation with Probation to the educator preparation unit at Union College. The EPSB also approved with Conditions the initial and advanced level educator preparation programs. Regulation 16 KAR 5:010 Section 20 states that the unit “shall schedule an on-site visit within two (2) years of the semester in which the probationary decision was rendered.” Accreditation with Probation “indicates that the unit does not meet one or more of the National Council for Accreditation of Teacher Education standards.”

Union College presented an update to the EPSB on November 17, 2008. Dean Hopper reported that the college had engaged a consultant to assist in its review of the assessment system and revised programs as well as its collaboration with the P-12 community on the evaluation of candidates. It was reported that all faculty members were involved in the transformation of Union’s educator preparation programs.

The EPSB pointed out some misalignment of areas for improvement and other areas for improvement that had not been fully addressed. The board continued the previous stipulation that “Union College shall report back to the EPSB in six (6) months on progress made toward improvement, with the understanding that Union College shall undergo a program review within two (2) years.” Again, the college has responded to the board’s request, and the report was provided to members under separate cover. Representatives from Union College will be available to answer board member questions and provide additional clarification if necessary.

The accreditation action report listing the standards not met and areas for improvement are under separate cover.

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Executive Director

Date:

May 18, 2009

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item D

Information Item:

A report on the status of the agency's fiscal year 2010 budget, including the most current information on budget reductions, KTIP funding, and funding from the American Recovery and Reinvestment Act.

Applicable Statutes and Regulation:

KRS 161.017 (1) (c)

Applicable Goal:

Goal 5: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Background:

There has been no official word from the Education and Workforce Development Cabinet or the Governor's Office of Policy and Management (GOPM) regarding what the budget changes will be, if any, from the enacted budget for this biennium. The 2010 budget or spending plan will have a significant effect on how the EPSB implements its grant programs next year and whether limitations must be set, based on available funding.

Groups/Persons Consulted:

The Office of Budget and Administration in the Education and Workforce Development Cabinet – Charlie Harman

The Governor's Office of Policy and Management – Glenna Goins

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Executive Director

Date:

May 18, 2009

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item E

Information Item:

To inform the EPSB about contracts and amendments which were signed by the executive director since the last EPSB meeting.

Applicable Statutes and Regulation:

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal:

Goal 5: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Background:

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board." The EPSB approved procedures for seeking approval and authorization for entering contractual agreements at the October 23, 2006 EPSB meeting.

Due to a greater-than-anticipated need at certain universities for teacher educators to serve on KTIP committees, the contracts listed below were amended to provide enough funding to pay the teacher educator stipends and travel. Other university contracts for this program are expected to have lower-than-anticipated spending in 2009; therefore, there are adequate funds to cover these increases.

Program	Vendor	Original Amount	Addl. Funds
KTIP	University of Kentucky	79,315.24	6,000.00
KTIP	Morehead State University	54,643.64	6,000.00
Total			12,000.00

Groups/Persons Consulted:

N/A

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Executive Director

Date:

May 18, 2009

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item

EPSB staff is requesting approval of the allocation of KTIP funds for fiscal year 2010.

Applicable Statutes and Regulation

KRS 161.017 (1) (e)

KRS 161.028 (1) (p)

Applicable Goal

Goal 5: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Issue

The Education Professional Standards Board (EPSB) must approve the allocation of FY 2010 funds for administering the Kentucky Teacher Internship program. With a limited amount of funds and insufficient funding to support the program as we have in the past, it is necessary to determine an equitable allocation of funds for the next fiscal year.

Background

For the past several years the KTIP program has been subsidized by taking money from other EPSB programs to be able to pay all of the KTIP expenditures. In 2009, because there were budget cuts across the board, EPSB was not able to pull funds from other areas to provide that subsidy. Limitations were set on the number of interns that we could serve and the amount of funds that could be used for resource teachers, teacher educators, substitute teachers, and other necessary expenditures. The resource teacher stipend was kept at \$1400 per intern, but the amount of funds allocated to universities for teacher educators was reduced from \$1.2 million to \$430,000. The universities have struggled to continue providing these services and have requested that a more equitable allocation of funds should be considered.

For FY 2010, we are in a similar situation. We have not been told what our budget will be for 2010, but unless stimulus funds from the American Recovery and Reinvestment Act become available, KTIP funding will continue to have a shortfall. The EPSB needs to approve an allocation of funding so that contracts for services can be executed, and districts can be notified of the resource teacher stipend amounts.

Recommended Action

Approve a funding scenario that determines the amount of the resource teacher stipend, the number of interns to be served, and the amount to be allocated.

Rationale

These are routine and necessary expenditures.

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Executive Director

Date:

May 18, 2009

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item

Request approval to authorize the executive director to enter into contracts to conduct normal business operations.

Applicable Statutes and Regulation

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal

Goal 6: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Issue

Should the Education Professional Standards Board (EPSB) authorize the executive director to enter into the specified contracts to conduct normal business operations?

Background

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board." The EPSB approved procedures for seeking approval and authorization for entering financial agreements at the October 23, 2006 EPSB meeting.

Purpose of the contracts:

1. The EPSB will need to establish multiple contracts with institutions of higher education to provide teacher educators, training, site visits, and other services for the KTIP mentoring program. Within their assigned regions, the institutions will organize and assign a teacher educator to serve on each KTIP committee and complete at least 4 on-site visits. They will provide training sessions to the committees on the Teacher Performance Assessment and provide necessary materials to the KTIP coordinators.
 - Approximate cost of the contracts: The amount is contingent on actions taken by the Board on May 18, resulting from discussions on KTIP funding for 2010. The total amount of funds for these contracts must be proposed by the Board in its motion for approval of this action item.
 - Impact on budget: These expenditures were included in the FY 2009-10 biennial budget. The contract amounts are limited to the funding allocated for university services within the KTIP appropriated funds.
 - Type of entity providing service: Higher education agencies

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- Bidding process: Bidding is not required.
- Singular vs. continuing service: Continuing

Alternative Actions

1. Propose a total dollar amount of KTIP funds to allocate for contracts with the state universities for services described above, and authorize the executive director to enter into contracts with each of the universities based an appropriate method of allocation of these funds.
2. Do not approve the issuance of the contracts.

Staff Recommendation

Alternative 1

Rationale

The contracts are statutorily required for the administration of these programs.

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Executive Director

Date:

May 18, 2009

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

16 KAR 8:030 Continuing Education Option (CEO) Task Force Recommendations and Amendment

Applicable Statutes and Regulation:

KRS 161.020, 161.028, 161.030, 161.095, 161.1211
16 KAR 8:030

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

Issue:

Should the Education Professional Standards Board (EPSB) approve the Continuing Education Option Task Force recommendations and revisions to 16 KAR 8:030?

Background:

During its November 19, 2007 meeting, the EPSB suspended the CEO for rank change pending redesign of the program. The goal of the redesign was to incorporate omitted components, provide rigor to existing components of the plan, and become cost effective as a self-supporting program through candidate participation.

The EPSB appointed a CEO Task Force to research and design a CEO program aligned with the Kentucky Teacher Standards Advanced Level Performances. Recommendations from the task force were provided in an information item for discussion at the March 2, 2009 meeting.

The Board members requested that the task force have further discussion regarding the requirement of the graduate course work. Recommendation II defines the task force's decision. The following were the areas of concern:

- Should all course work completed for the CEO be graduate level?
- Should allowances be made for those individuals who could support with documentation the need for content level courses not at the graduate level?

Recommendation I: Completion of the four phases of the Continuing Education Option

Phase 1: Job-Embedded Professional Learning Plan that focuses on a professional growth need identified by the teacher with considerations given to the needs identified in the school's growth plan, student assessment results, and community resources. Within the plan the teacher develops the proposals for the remaining

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phases of the CEO: the leadership project, the area of concentration for *Take One!*, the action research project, the instructional unit, and the university course work. The components of the plan must align with the ten (10) Kentucky Teacher Standards Advanced Level Performances.

Phase 2: Content Reading and Research that consists of the completion of the action research project established during the development of the job-embedded professional growth plan as described in the online module of Phase 1. The graduate course work, leadership plan, and *Take One!* are initiated during this phase.

Phase 3: Classroom Implementation and Student Assessment that consists of the instructional unit, reflection, and refinement based upon student achievement data as described in the job-embedded professional development plan. The graduate course work, leadership plan, and *Take One!* are completed during this phase.

Phase 4: Professional Demonstration and Publication that consists of evidence of public demonstration of all Portfolio components as defined in Phases 1 through 3. Evidence of all components of Phases 1 through 4 presented during the public demonstration is provided in the CEO portfolio and submitted for final scoring.

Recommendation II: Inclusion of graduate level course work

A minimum of six (6) graduate credit hours of university course work is required. However, candidates seeking Rank 2 may take undergraduate course(s) if a graduate level course(s) that supports the CEO Professional Growth Plan (PGP) is unavailable and a written request is submitted to EPSB staff for approval. All course work is initiated after plan approval. Evidence of successful completion of the course work is provided in the CEO portfolio.

Recommendation III: Inclusion of *Take One!*

To increase the rigor of the program and to allow for a natural progression into the NBPTS process, the task force recommends that candidates complete *Take One!* This program is designed to be a job-embedded, ongoing professional development experience that helps build learning communities in schools and strengthens professional collaboration among educators. The score a teacher receives from *Take One!* may be banked to meet one of the standards for NBPTS, should the teacher choose to follow the NBPTS route. *Take One!* is initiated after plan approval. Evidence of successful completion of *Take One!* is provided in the CEO portfolio.

Recommendation IV: Inclusion of a leadership project

A leadership project has been added to assist the teacher, school, and/or district in meeting a need that will enhance the culture of the school and/or district by providing a positive direct impact on student achievement. Based on Standard 10, the leadership component will directly align with the job-embedded professional development plan. The leadership project will be similar in scope to the plan of the Teacher Performance Assessment and will be judged against the Advanced Level Performances. The leadership plan is initiated after plan approval. Evidence of successful completion of the leadership project is provided in the CEO portfolio.

Recommendation V: Scoring changes for the plan and the portfolio

New to the CEO process will be the requirement for an external scoring of the CEO plan. Under the current system, the coach reviews the plans and approves them based upon a scoring rubric. However, often during the scoring, many standards on the portfolio are not met due to some portfolios' being submitted with errors in the plans. Under the new system, a double-blind external scoring team will verify that all components of the plan are met prior to a teacher's implementing a plan for future portfolio submission.

The Task Force also recommends limiting the window for portfolio submission to once per year, following a candidate's minimum 18-month time frame. The once-per-year submission will allow for an intense session of scoring among a cadre of certified scorers. Scorers will be chosen from a set of trained individuals who best fit the academic content area of the teacher's CEO portfolio. Preference will be given to those scorers who have completed the CEO or NBPTS process. Currently, coaches may also serve as scorers. To improve the objectivity and reliability of the scoring, the task force recommends a separate team of scorers.

Recommendation VI: Change to the fee schedule

The Continuing Education Option program has historically been a self-supporting system. In order to maintain this level of support and to allow for needed additional external scoring of the plan, the fee schedule for the CEO program will increase. The suggested fee schedule for successful completion is outlined below:

- Registration fee: \$1,250 (Includes registration into KyEducators.org [\$150] and seminar sponsor [\$1,100])
- Plan scoring fee: \$455
- *Take One!* \$395
- CEO final submission scoring: \$1400
- University courses: Tuition costs vary per university, ranging from approximately \$1,100 - \$1,500 per 3-hour course.

Additional costs for resubmission are as follows:

- Plan re-submission scoring: \$50
- Portfolio re-scoring fee: \$140 per standard

Recommendation VII: Completion of the CEO as a one-time- only option for either a Rank II or a Rank I

In recent years, several teachers who have used the CEO program to obtain Rank II have sought to use the same process for Rank I. No regulation prohibits a teacher from using the CEO to obtain both. Task force members, as well as scorers, have concerns about the validity of the portfolios that may be submitted for Rank I as there is no mechanism in place to ensure that the same portfolio had not been submitted for Rank II. The task force recommends that the CEO be used once for either a Rank II or a Rank I.

CEO Task Force Members:

Sam Evans, Western Kentucky University
Russ Wall, Murray State University

Agenda Book

Kathy Gunn, Morehead State University
Jamie Spugnardi, Kentucky Department of Education
Jack Moreland, Superintendent, Covington Independent
Roger Wagner, Superintendent, Pike County
Tom Schmitt, Louisville Diocese, CEO Advisory Council Chair
Mitzi Stephens, Principal, McCreary County
April Roberts, Teacher, Franklin County
Lena Aldridge, Teacher, Breckinridge County

Others Consulted:

Donetta Trimble, CEO Coordinator, KEDC
Carol Wright, CEO Coordinator, OVEC
Liz Storey, CEO Coordinator, GRECC
Sharon Brennan, KACTE member UK
Ann Larson, KACTE member UL
Gary Schroeder, KACTE UK
Beth Penn, KACTE, Thomas More College
Paul Wirtz, KACTE, NKU

Attached is the draft regulation incorporating the changes reflecting the recommendations of the CEO Task Force.

Alternative Actions:

1. Approve the CEO Task Force recommendations and revise 16 KAR 8:030.
2. Modify and approve the CEO Task Force recommendations and revise 16 KAR 8:030.
3. Do not approve the CEO Task Force recommendations.

Staff Recommendation:

Alternative Action 1

Rationale:

The recommendations of the task force incorporate components of the CEO program that meet the requirements established in KRS 161.095. Researched-based practices are incorporated into the program. The recommendations ensure the alignment with the Kentucky Teacher Standards adopted in February 2008 as well as alignment with the expectations of the master's redesign work.

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Executive Director

Date:

May 18, 2009

EDUCATION PROFESSIONAL STANDARDS BOARD

(AMENDMENT)

16 KAR 8:030. Continuing education option for certificate renewal and rank change.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.095, 161.1211

STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a), (f), (q), 161.030(1), 161.095, 161.1211

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.095 requires the Education Professional Standards Board to promulgate an administrative regulation establishing procedures for a teacher to maintain a certificate by successfully completing meaningful continuing education. KRS 161.028(1)(f), and 161.030 vest authority for the issuance and renewal of certification for all professional school personnel in the board, and KRS 161.028(1)(q) authorizes the board to charge reasonable certification fees. KRS 161.1211 establishes certificate ranks and requires the board to issue rank classifications. This administrative regulation establishes the procedures for the continuing education option for certificate renewal and rank change.

Section 1. Procedures for the first and second renewal of the professional teaching certificate established in 16 KAR 2:010 shall require completion of:

- (1) The continuing education option established in this administrative regulation; or
- (2) A planned fifth-year program established in 16 KAR 8:020.

Section 2. The Continuing Education Option shall only be used to obtain either Rank II or Rank I. An educator who completes the Continuing Education Option for Rank II shall not participate in the Continuing Education Option for Rank I.

Section 3. Program Requirements. (1) The Continuing Education Option shall consist of four (4) phases:

(a) Phase One (1): Completion of an instructional seminar as described in Section 4 and development of [(1) Building] a plan for job-embedded professional development [and completion of the on-line module, described in Section 3(2)(e) of this administrative regulation];

(b) Phase Two (2): [(2)] Content exploration and research;

(c) Phase Three (3): [(3)] Student instruction and assessment; and

(d) Phase Four (4): [(4)] Professional demonstration [leadership] and publication.

(2) A candidate for the Continuing Education Option shall in addition to the completion of the four (4) phases listed in subsection (1) of this subsection, complete the following:

(a) Development of a leadership project aligned to the job embedded professional development identified in Phase 1;

(b) A minimum of six (6) graduate credit hours, with an average grade point average of three point zero (3.0) aligned to the job-embedded professional development identified in Phase 1; and

(c) The “Take One!” component for National Board Teacher Certification with a successful score as established by the National Board for Professional Teaching Standards.

Section 4. [3.] (1) A candidate for [teacher who chooses] the Continuing Education Option for certificate renewal and rank change shall:

(a) Attend a program orientation meeting, approved by the Education Professional Standards Board, [conducted by the Education Professional Standards Board or its designee,] prior to applying for this program; and

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(b) Successfully complete a seminar approved by the Education Professional Standards Board on how to build a plan for ~~the~~ job-embedded professional development.

(2)(a) ~~[The seminar shall be approved by the Education Professional Standards Board for this purpose.~~

~~(b)]~~ A school district, group of districts, or any Kentucky postsecondary institution with an accredited educator preparation program may make application to the Education Professional Standards Board for approval to sponsor a seminar on how to build a plan for job-embedded professional development. The Education Professional Standards Board may sponsor a seminar on how to build a plan for job-embedded professional development in any district or group of districts in which a seminar is not otherwise offered.

(b) ~~(c)]~~ The seminar on how to build a plan for job-embedded professional development shall be led by a Continuing Education Option coach approved by the Education Professional Standards Board.

(c) ~~(d)]~~ The seminar on how to build a plan for job-embedded professional development may shall be a blend of:

1. Web-based instruction; and
2. Face-to-face cohort meetings.

(d) The Education Professional Standards Board may provide web-based instruction through an on-line module at www.KYEducators.org.

(e) A seminar sponsor shall offer face-to-face cohort meetings at least two (2) times per month during the plan building seminar. ~~[The web-based instruction shall be provided by the Education Professional Standards Board through an on line module at www.KyEducators.org.~~

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~~(f)1. The face-to-face cohort meetings shall be offered at least two (2) times per month during the plan building seminar.]~~

(3) [2:] Following completion of phase one (1) of the continuing education option, a seminar sponsor shall continue face-to-face cohort meetings on a monthly basis. ~~[face-to-face cohort meetings shall continue on a monthly basis.]~~

(4) [(g)] Completion of the first phase of the continuing education option allows the candidate to receive first renewal of the candidate's certificate beginning July 30, 2010. ~~[June 30, 2002.]~~

(5) [(3)] Payment of seminar tuition.

(a)1. Tuition for the on-line module provided by the Education Professional Standards Board shall be \$150; and

2. The on-line module fee shall be paid to the Education Professional Standards Board at the time of enrollment as indicated in the on-line enrollment application.

(b)1. Tuition for the cohort meetings shall be \$1100; ~~[\$600;]~~ and

2. The cohort meeting fee shall be paid to the approved seminar sponsor.

(c)1. Seminar tuition shall be nonrefundable.

2. A cohort meeting fee may be transferred to another seminar sponsor upon agreement between both sponsors.

(4)(a) Upon completion of the seminar, the Continuing Education Option candidate shall design an individual job-embedded professional development plan.

(b) The job-embedded professional development plan shall:

1. [shall be designed by the teacher and shall:

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~~(a)~~] Focus on a professional growth need identified by the teacher with consideration given to the needs identified in the school's consolidated plan, student assessment results, and community resources;

2. ~~[(b)]~~ Include goals correlated to:

a. Each of the ten (10) Kentucky Teacher Standards ~~[experienced teacher standards]~~ established in 16 KAR 1:010;

b. The Kentucky Teacher Standards Advanced Level Performance Indicators incorporated by reference in this administrative regulation; and

c. ~~[and Directly related to]~~ The teacher's individual professional growth needs established in clause (1) of this paragraph ~~[paragraph (a) of this subsection];~~

3. ~~[(c)]~~ Include a timeline in which the candidate shall complete all phases of the continuing education option. The timeline shall not:

a. ~~[1.]~~ Be less than eighteen (18) ~~[twelve (12)]~~ months; or ~~[and]~~

b. ~~[2.]~~ Be more than four (4) years; and

4. ~~[(d)]~~ Be reviewed by the continuing education option coach for the seminar cohort.

(c) ~~[1.]~~ The continuing education option coach shall:

1. ~~[a.]~~ Review the plans using the CEO Professional Development Plan Scoring Rubric incorporated by reference in the Administrative Regulation; and

2. Provide guidance to the candidate for submitting the plan to the Education Professional Standards Board for scoring.

(d) 1. The candidate shall submit the plan to the Education Professional Standards Board for review and approval by a scoring team. ~~[scoring rubric approved by the Education Professional Standards Board];~~

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~~b. Provide written feedback on each standard to the teacher regarding the quality of the plan; and~~

~~c. Notify the Education Professional Standards Board of all reviewed plans.]~~

2. The candidate ~~[teacher]~~ may resubmit the plan for an additional scoring ~~[review]~~ if the continuing education scoring team ~~[option-coach]~~ has provided evidence of a deficiency or deficiencies in the plan.

3. The candidate shall submit a scoring fee of \$455 to the Education Professional Standards Board with the plan.

4. If a candidate submits a plan for additional scoring, the candidate shall submit a re-scoring fee of \$50 to the Education Professional Standards Board with the plan.

(5)(a) The candidate ~~[teacher]~~ shall participate in a job-embedded professional development experience with documented outcomes that demonstrate the accomplishment of the established goals.

(b) A job-embedded professional development experience shall include a combination of:

1. a. A minimum of six (6) university graduate credits; or

b. With approval from Education Professional Standards Board staff, a combination of a minimum of six (6) university graduate or undergraduate content course credits that meet the goals established in the candidate's job-embedded professional growth plan;[Graduate college coursework;]

2. Research;

3. Field-experience;

4. Professional development activities; [or]

5. Interdisciplinary networking and consultations;

6. The “Take One!” component aligned with the candidate’s area of certification as established by the National Board of Professional Teaching Standards; and

7. A leadership project.

~~[(e) The experience shall be identified in the professional development plan.~~

~~(d) The experience may be:~~

~~1. A part of an approved school professional development plan; or~~

~~2. An experience specifically needed by the teacher.]~~

(6)(a) The evidence of accomplishment of the goals identified in the plan shall be documented by the candidate in a portfolio.

(b) The candidate shall present the portfolio ~~[shall be presented]~~ to the Education Professional Standards Board for review and scoring.

(c) The documentation in the portfolio shall provide evidence:

1. That all Kentucky ~~[experienced]~~ Teacher Standards Advanced Level Performance Indicators incorporated by reference in this administrative regulation have been met;

2. Of the effects on student learning; and

3. Of the professional growth over time in:

a. Content knowledge;

b. Instructional and student assessment practices; and

c. Professional demonstration ~~[leadership]~~ and publication skills.

(d) The portfolio shall be presented using a variety of mediums, which may include video recordings.

(e) The portfolio shall be submitted to the Education Professional Standards Board at least one (1) year in advance of the expiration date of the teacher's certificate.

(f) The portfolio shall be submitted in either:

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1. A traditional paper format with videotape or digital video disc (DVD) hard copy; or
2. An electronic format.

(g) A portfolio shall not exceed three (3) four (4) inch binders in size or its electronic equivalent.

Section 4. (1)(a) Initial application for the continuing education option program shall be made through a seminar sponsor approved by the Education Professional Standards Board.

(b) The approved seminar sponsor shall report all enrolled applicants to the Education Professional Standards Board.

~~[(2) An enrolled applicant shall register on line at www.KyEducators.org for the on line continuing education option plan building module established in Section 3(2) of this administrative regulation.]~~

Section 5. (1) A team of two (2) scorers ~~[readers]~~ approved by the Education Professional Standards Board shall review and score the continuing education portfolio.

(2) The scorers ~~[readers]~~ shall be selected by the Education Professional Standards Board from a cadre of educators representing teachers, principals, central office instructional personnel, and higher education faculty ~~[, professional organization representatives, and the Kentucky Department of Education staff.]~~

(3) The two (2) person scoring ~~[reading]~~ team shall:

(a) Include a teacher certified in the same grade range and content area as the continuing education option candidate;

(b) Score the candidate's portfolio using the CEO Professional Development Portfolio Rubric incorporated by reference in the administrative regulation; ~~[Use a scoring rubric~~

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~~that is based on the experienced teacher standards and indicators to review and score the portfolios;]~~

(c)1. Recommend the teacher for certificate renewal to the Education Professional Standards Board prior to the expiration date of the certificate; or

2. Report results to the Education Professional Standards Board using the scoring rubric to indicate which standards were not met; and

(d) Be trained by the Education Professional Standards Board to score the portfolios in a consistent and reliable manner.

(4) If the two (2) person scoring ~~[reading]~~ team cannot reach consensus in the review process, a third scorer ~~[chief reader employed by the Education Professional Standards Board]~~ shall score the portfolio. An average of the scores shall determine whether portfolio contained evidence that the ten (10) Kentucky Teaching Standards established in 16 KAR 1:010 were met. ~~[and report results to the Education Professional Standards Board.]~~

(5)(a) If the teacher's portfolio does not contain ~~[show]~~ evidence that all ten (10) ~~[experienced]~~ Teacher Standards established in 16 KAR 1:010 have been met, the teacher may resubmit a partial portfolio for rescoring, which shall contain documented evidence on the unmet standard or standards.

(b) The rescoring process shall follow the same procedures as the initial scoring process established in this section of this administrative regulation.

(c) The teacher shall receive feedback from the initial scoring regarding additional evidence that may be needed to show that goals were accomplished and that all Teacher Standards established in 16 KAR 1:010 ~~[experienced teacher standards]~~ were met.

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Section 6. (1) A teacher following the continuing education option to the fifth-year program for certificate renewal and rank change shall complete the program by the end of the second certificate renewal period.

~~[(2) For the first renewal, the teacher shall show evidence of completion of phase one (1) of the continuing education option.]~~

Section 7. Payment of Fee for Scoring the Portfolio. (1) A scoring fee of \$1400 [~~\$1200~~] shall be assessed to each continuing education option candidate.

(2) The fee shall be used to pay expenses for the actual cost of administration of the continuing education option program including the costs associated with the following:

- (a) The evaluation of approved seminar provider programs;
- (b) Training the continuing education option coaches who lead the seminars;
- (c) Training and compensating the portfolio reading team members; and
- (d) The initial scoring of the portfolio.

(3) Payment shall be made to the Education Professional Standards Board.

(4) The full fee shall be due at the time that the portfolio, or parts thereof as stipulated in Section 6(2) of this administrative regulation, are submitted to the Education Professional Standards Board for scoring.

(5) The initial scoring fee shall provide for one (1) scoring of all parts of the portfolio.

(6)(a) A fee of \$140 [~~\$120~~] shall be assessed for each unmet standard that requires rescoring.

(b) The rescoring fee, if applicable, shall be paid to the Education Professional Standards Board at the time that the revised portfolio is submitted for rescoring.

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Section 8. (1) A candidate who submitted a professional development plan prior to July 30, 2010 shall submit a portfolio for scoring to the Education Professional Standards Board on the following schedule:

(a) Candidates enrolled in the Continuing Education Option in calendar year 2005 shall submit the portfolio by January 15, 2010;

(b) Candidates enrolled in the Continuing Education Option in calendar year 2006 shall submit the portfolio by January 15, 2011; and

(c) Candidates enrolled in the Continuing Education Option in calendar year 2007 shall submit the portfolio by January 15, 2012.

~~(2) A teacher who submitted a professional development plan prior to June 30, 2002 shall have until December 31, 2004 to complete the continuing education option program.~~

~~(2) If the teacher fails to complete the program by December 31, 2004, the teacher shall forfeit all fees and reapply to participate under the revised guidelines.~~

~~(3)(a) A continuing education option candidate who enrolled prior to June 30, 2002 shall be notified by the Education Professional Standards Board that his portfolio shall be completed by December 31, 2004.~~

~~(b) The notification shall be by registered mail.~~

~~(c)~~ The candidate's portfolio shall be scored using the rubric in effect when the candidate enrolled in the continuing education option program.

(3) [(d)] A candidate under this section shall not be charged an additional fee for rescoring a previously submitted portfolio.

(4) [(e)] The candidate under this section shall be provided an opportunity to participate in a cohort established in Section 3 of this administrative regulation.

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(5) ~~[(f)]~~ The candidate under this section shall be offered coaching by an approved continuing education option coach.

Section 9. (1) Portfolios shall be scored by the Education Professional Standards Board on an annual basis. ~~[a quarterly basis.]~~

(2) A candidate [teacher] shall have been enrolled in the continuing education option program for at least eighteen (18) ~~[twelve (12)]~~ months prior to submission of the portfolio to the Education Professional Standards Board for scoring.

(3) A candidate ~~[teacher]~~ shall submit a portfolio to the Education Professional Standards Board for initial scoring between July 1 and July 15.~~[:~~

~~(a) Between January 1 and January 15;~~

~~(b) Between April 1 and April 15;~~

~~(c) Between July 1 and July 15; or~~

~~(d) Between October 1 and October 15.]~~

(4) The date of portfolio submission shall be either:

(a) The day the portfolio is hand-delivered to the Education Professional Standards Board offices; or

(b) The date of the postmark.

(5) A portfolio that requires rescoring shall be resubmitted during one (1) of the rescoring windows of October 1 - 5 or January 1 -15. Portfolios not submitted within the rescoring window shall be resubmitted in accordance with the schedule established in subsection (3) of this section. ~~[A portfolio that requires rescoring shall be resubmitted in accordance with the schedule established in subsection (3) of this section.]~~

(6) All portfolios shall become the property of the Education Professional Standards Board.

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(7)(a) The Education Professional Standards Board shall provide electronic tracking of all portfolios to identify cases of plagiarism.

(b) Instances of plagiarism shall be reported to the Education Professional Standards Board for disciplinary action.

Section 10. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) “CEO Professional Development Plan Scoring Rubric,” May 2009;

(b) “CEO Professional Development Portfolio Rubric,” May 2009; and

(c) “The Kentucky Teaching Standards Initial-Level and Advanced-Level Performance Indicators,” February 2008.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright

law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor,

Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

Date

Lorraine Williams, Chairperson
Education Professional Standards Board

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PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on July 31, 2009 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until July 31, 2009. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

Contact person: Alicia A. Sneed, Director of Legal Services

 Education Professional Standards Board

 100 Airport Road, Third Floor

 Frankfort, KY 40601

 (502) 564-4606

 FAX: (502) 564-7080

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REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Contact Person: Alicia A. Sneed

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the procedures for the continuing education option for certificate renewal and rank change.

(b) The necessity of this administrative regulation: KRS 161.095 requires the Education Professional Standards Board to promulgate an administrative regulation establishing procedures for a teacher to maintain a certificate by successfully completing meaningful continuing education.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028(1)(f) and 161.030 vest authority for the issuance and renewal of certification for all professional school personnel in the Education Professional Standards Board and KRS 161.028(1)(q) authorizes the board to charge reasonable certification fees. KRS 161.1211 establishes certificate ranks and requires the Education Professional Standards Board to issue rank classifications.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation establishes the requirements and assessments for an alternative program for teachers seeking rank change or certificate renewal other than earning a Master's Degree or completing an approved Fifth Year Program with a university.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation: This amendment will require a candidate for the continuing education option to complete a four phase program which includes the development of a job-embedded professional learning plan, content reading and research, classroom implementation and student assessment; and professional demonstration and publication. To complete the four phases, a candidate will also have to take a minimum of six (6) hours of graduate credit hours or with approval six (6) hours of undergraduate and graduate credit in the candidate's content area of certification, complete the National Board Professional Teaching Standards' program *Take One!* in the candidate's certification content area, and

complete a leadership project. This amendment also implements new scoring rubrics for the job embedded professional learning plan and the leadership project based on the Kentucky Teaching Standards Advanced Level Performance Indicators and establishes an external scoring system for the job embedded professional learning plan. This amendment limits the window for portfolio submission to once per year to allow for intensive scoring from a set of trained individuals who best fit the academic content area of the candidates. This amendment also increases the fee schedule and establishes that a candidate may complete the program once for rank change.

(b) The necessity of the amendment to this administrative regulation: KRS 161.095 requires the Education Professional Standards Board to promulgate an administrative regulation establishing procedures for a teacher to maintain a certificate by successfully completing meaningful continuing education. This amendment improves the quality of the current program ensuring that a candidate is completing meaningful continuing education comparable to completing a Master's Degree program or a university Fifth Year program.

(c) How the amendment conforms to the content of the authorizing statutes: KRS 161.028(1)(f) and 161.030 vest authority for the issuance and renewal of certification for all professional school personnel in the Education Professional Standards Board and KRS 161.028(1)(q) authorizes the board to charge reasonable certification fees. KRS 161.1211 establishes certificate ranks and requires the Education Professional Standards Board to issue rank classifications.

(d) How the amendment will assist in the effective administration of the statutes: This administrative regulation establishes the requirements and assessments for an alternative program for teachers seeking rank change or certificate renewal other than earning a Master's Degree or completing an approved Fifth Year Program with a university.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: This administrative regulation will affect teachers seeking an alternative program to renew their certificates or to obtain rank changes other than pursuing further university education.

(4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the

change, if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: A new candidate for the continuing education option will have to complete the four phases identified in the amendment, take at least six hours of university credits, complete the applicable *Take One!* program for the candidate's content area, complete a leadership project, and pay the associated fees for the program.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): Depending on the cost of the university courses the candidate chooses to take, the cost of the program with all associated fees will be approximately \$6500.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): A candidate for the continuing education option upon completion of the program will be able to apply for certificate renewal or a change in rank. The change in rank will increase the candidate's salary. Also, the improvements to program and the added rigor which is comparable to the course work in a university Master's Degree program will ensure that the candidate will be better prepared for the classroom.

(5) Provide an estimate of how much it will cost the administrative body to implement this administrative regulation:

(a) Initially: The cost of the program is dependent on number of candidates, but assuming 40 candidates in the first year, approximately \$124,000.

(b) On a continuing basis: The cost of the program is dependent on number of candidates, but assuming 40 candidates each year, approximately \$124,000.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: The continuing education option will be funded by the fees established in this amendment.

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: This amendment requires an increase in fees to cover the cost of the program.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: This administrative regulation establishes direct

fees.

(9) TIERING: Is tiering applied? (Explain why or why not) Yes, tiering is applied to candidates who are currently enrolled in the continuing education option. Depending on the year these candidates submitted their professional development plans for approval, they will be required to submit their final portfolios for scoring. All new candidates will be treated equally.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 16 KAR 8:030 Contact Person: Alicia A. Sneed

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?

Yes X No

If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? Education Professional Standards Board

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.020, KRS 161.028, KRS 161.030, KRS 161.095, and KRS 161.1211.

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? This administrative regulation will generate revenue from the collection of fees dependent on the number of candidates each year; however, these fees will be used to fund the program. There is no way to estimate the number of candidates per year.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years?

(c) How much will it cost to administer this program for the first year? This administrative regulation should generate no revenue. This administrative regulation will generate revenue from the collection of fees dependent on the number of candidates each year; however, these fees will be used to fund the program. There is no way to estimate the number of candidates per year.

(d) How much will it cost to administer this program for subsequent years? This administrative regulation will generate revenue from the collection of fees dependent on the number of candidates each year; however, these fees will be used to fund the program. There is no way to estimate the number of candidates per year.

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Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

Revenues (+/-): Number of candidates X \$3105

Expenditures (+/-): Number of candidates X \$3105

Other Explanation: The program is designed to be self-sustaining from the fees assessed on the candidates. The fees assessed are to pay for the upkeep of the program and to pay scorers. The amount of revenues and expenditures will be determined by the number of candidates which is impossible to estimate for each year.

Summary of Material Incorporated by Reference

CEO Professional Development Plan Scoring Rubric, May 2009

This is a three (3) page document that contains instruction and scoring rubric for job embedded professional development plans submitted by a Continuing Education Option candidate.

CEO Professional Development Portfolio Rubric, May 2009

This is a fifteen (15) page document that contains the scoring instructions and scoring rubric for the final portfolio submitted by a Continuing Education Option candidate.

The Kentucky Teaching Standards Initial-Level Performance and Advanced-Level Performance Indicators, February 2008

This document is a nine (9) page document that contains the performance indicators for both initial-level and advanced-level teachers on the ten (10) Kentucky Teaching Standards found in 16 KAR 1:010.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D

Action Item:

Certification Task Force Recommendations

Applicable Statutes and Regulation:

KRS 161.028, 161.048
16 KAR 2:010

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board (EPSB) approve the Certification Task Force recommendations?

Background:

During its June 2008 retreat, the Kentucky Education Professional Standards Board (EPSB) was presented with a number of current climatic conditions in the area of Kentucky teacher certification and its immediate and future workforce needs. The presentation resulted in discussion concerning if and how EPSB regulations may need to be modified to better meet these needs. The examination was precipitated by a variety of factors seen in today's teaching marketplace. Among these factors are the following: regional teacher shortages in some certification areas, legislative interest in broadening program offerings to develop teachers in mathematics and science, increasing teacher mobility into Kentucky, and current regulations which affect reciprocity in out-of-state certification.

In addition, the EPSB will be re-signing the Interstate Agreement of the National Association of State Directors of Teacher Education and Certification (NASDTEC) in 2010. This agreement, which Kentucky last signed in 2004 to accept teacher certification (under certain conditions) from 19 other states, is a key component in establishing the state's willingness to accept out-of-state teacher certificates via reciprocity. While true reciprocity, i.e., unconditional acceptance of a certification, currently exists in only two states, the Board may want to consider expanding the number of conditions it will accept when considering out-of-state educator certifications. In preparation for the signing of the NASDTEC agreement, the Board believed that input from stakeholders would be valuable to guide its decisions regarding out-of-state certifications and their acceptance in Kentucky.

The Certification Task Force (CTF) was formed to examine the EPSB's teacher certification regulations and how they work to meet the needs of Kentucky public school districts. The group comprised district human resources professionals and university

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representatives as well as representatives from the Kentucky Department of Education, along with other stakeholders with intimate knowledge and interest in conditions relative to teacher certification.

The Task Force was asked by the Board to bring forth recommendations in the following areas:

1. An examination of alternative certification programs within the state;
2. Expanding the grade level permissions of middle school mathematics certificates to allow teaching of additional courses at the high school level;
3. Methods to allow current experienced Kentucky teachers to add certification areas without the completion of an additional teacher preparation program, including modifications to the TC-HQ certification process;
4. Emerging areas in certification, particularly with occupation-based certificates;
5. Use of the proficiency evaluation by universities to aid teachers in adding certification areas;
6. Critical attributes to consider when accepting or rejecting out-of-state certifications and endorsements.

The task force began meeting in September 2008 and held day-long meetings throughout the fall. The group sent an electronic survey to a wide group of stakeholders in September 2008 (superintendents, principals, HR managers, higher education deans, chairs, and teacher education committee members) to conduct a needs assessment based on the observations of those in the field. Using the results of this survey and the objectives as set forth by the EPSB, the task force has constructed recommendations that it believes meet the EPSB goal related to properly credentialed educators. The task force believes the recommendations to be realistic, helpful to districts and the students they serve, and not detrimental to teacher quality in Kentucky. (Task force recommendations are attached.)

Groups/Persons Consulted:

Certification Task Force:

Kim Alexander	Eastern Kentucky University
Michael Dailey	KY Department of Education
Bill Eckels	Jefferson County Public Schools
Frank Cheatham	Campbellsville University
Kenneth Galloway	Graves County Public Schools
Cindy Godsey	KY Education Professional Standards Board
Jon Hall	Simpson County Public Schools
Kevin Hub	Madison County Public Schools
Henry Lacy	KY Department of Education
John Marks	Office for Career and Technical Education
Krocket McClure	Henry County Public Schools
Roger Johnson	Pike County Public Schools
Melodee Parker	Fayette County Public Schools
Paul Wirtz	Northern Kentucky University

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Mickey Rice	Boyd County Public Schools
Brad Stanley	Owensboro Public Schools
Mike Tolliver	Kenton County Public Schools
Russ Wall	Murray State University

Other Groups Providing Input:

Kentucky Association of Colleges for Teacher Education

Kentucky Association of School Human Resource Managers

Center for Middle School Academic Achievement

Bluegrass Council of Teacher Educators (Fayette County Public Schools)

Mathematics faculty members at Northern Kentucky University, Eastern Kentucky University, Western Kentucky University, and Murray State University

Mathematics program personnel with the Kentucky Department of Education

Electronic survey sent to state superintendents, human resources directors, principals, higher education deans/chairs, and Teacher Education Committee members

Alternative Actions:

1. Approve the Certification Task Force recommendations and instruct staff to pursue appropriate actions, including needed statutory and regulatory changes.
2. Modify and approve the Certification Task Force recommendations and instruct staff to pursue appropriate actions, including needed statutory and regulatory changes.
3. Do not approve the Certification Task Force recommendations.

Staff Recommendation:

Alternative Action 1

Contact Person:

Mr. Michael Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

May 18, 2009

EDUCATION PROFESSIONAL STANDARDS BOARD

**CERTIFICATION TASK FORCE (CTF)
RECOMMENDATIONS**

(Identified by focus areas provided by the EPSB in the CTF Charter)

I. ALTERNATIVE CERTIFICATION

Recommendation I:

Work with the Kentucky Department of Education to ensure that providers of training for SBDM Councils receive a needed component regarding quality, qualifications of candidates as well as their eligibility for hire under KRS 160.345 (2) (h)

Recommendation II:

Recognize the critical need to provide more mentoring and coaching early in the first year of the Temporary Provisional certificate holder and solicit financial and in-kind help from the Legislature, higher education institutions, and education cooperatives in providing this, particularly for late hires. Require those institutions currently providing alternative certification programs to annually submit to EPSB their procedure for developing the mentoring plan as required by 16 KAR 9:080, Section 2 (3) (d)

Rationale for Recommendations I and II:

The survey conducted by the Task Force found that a vast majority of stakeholders believe that Kentucky currently has enough alternative certification routes; however, there is a problem with a lack of support for new teachers entering the profession on the Temporary Provisional certificate (Options 6 and 7). The CTF also believes that auditing of the current mentoring plans will heighten awareness among the institutions of the need for vigilance in this area.

II. EXPANDING PERMISSIONS OF CURRENT CERTIFICATES

Recommendation III:

Allow Mathematics 5-9 teachers to teach Algebra I at grades 10-11.

Rationale:

Districts, particularly smaller ones with a single high school, have asked for some dispensation in allowing Mathematics 5-9 teachers to have the flexibility to teach traditionally high school level classes above the grade range of this certificate. Currently, these teachers may teach Algebra I to 9th graders, but allowing them to teach the same content to older students can provide a needed option if additional qualified staff cannot be hired and/or found to do this. The CTF was asked to consider this for Algebra II and Geometry as well, but, after much consultation with mathematics practitioners, believes Algebra I is the only course appropriate to recommend for such a change in teaching permissions.

III. MODIFYING REQUIREMENTS FOR CURRENT TEACHERS TO ADD A NEW AREA

Recommendation IV:

Modify the current TC-HQ route for adding a new certification area to allow a 45-point component for passage of the required Praxis II assessment(s) within the current 90 point formula. The TC-HQ route will continue to be used only for core subject areas required in the Highly Qualified Teacher component of the federal No Child Left Behind Act and it will not allow a teacher to cross pedagogies (e.g., elementary/secondary, special/regular education)

Rationale:

This change would provide more flexibility to the current method to add or extend a current certificate area for those teachers who are fully certified in Kentucky, while still ensuring that the teacher meets all requirements as a Highly Qualified Teacher. The CTF believes that by including the Praxis II within the TC-HQ formula, teacher quality will be maintained while districts will have a new option in dealing with regional shortages in some subject areas (particularly science and mathematics) and diminishing resources to locate and or pay for teachers who are needed for only a partial schedule of a course.

IV. NEW/EMERGING AREAS FOR CERTIFICATION

Recommendation V:

Add new endorsement certificates for Elementary Mathematics Specialist, Literacy Specialist, K-12, and American Sign Language, P-12.

Rationale:

The EPSB's Mathematics Task Force recently recommended the addition of the first endorsement to allow elementary math teachers to continue with specialized preparation beyond the initial elementary certificate.

The second endorsement is one of the recommendations in Kentucky's Adolescent Literacy Work Plan as written by the Kentucky Board of Education's Adolescent Literacy Task Force. The addition of each of these new endorsements would allow IHEs to develop new programs in these areas, most likely on the post-baccalaureate level. Staff will consult with IHE providers for the current Reading and Writing, P-12 endorsement to determine if this current masters level program would suffice for the Literacy Specialist endorsement or if new programs would have to be approved.

The third endorsement, **which has been added for the May reading of these recommendations**, is recommended based on staff discussion with the statewide Deaf & Hard of Hearing Workgroup, chaired by the Secretary of Education. American Sign Language is acceptable, via KRS 156.150, as an acceptable course for the state foreign language requirement, yet there are very few teachers who are certified in this area. The workgroup suggested that an endorsement be added to EPSB regulations so that interested teachers could add this area to their existing certificate to aid in building the pool of teachers available for ASL.

Recommendation VI:

Add a probationary certificate program for English as a Second Language.

Rationale:

This area was identified as an area of growing need for districts with too few options to find available teachers. Such a probationary certificate program would follow the gifted endorsement model which allows a professionally certified Kentucky teacher a two-year period to complete the endorsement program. The CTF believes that there would be a market for IHEs within the state fill courses for this probationary program, particularly near the larger urban districts.

Recommendation VII:

Work with the Kentucky Department of Education and the Cabinet for Workforce Investment to convene a work group to discuss the unique needs of the occupation-based areas, including the need to address future certificate needs in the Science, Technology, Engineering & Math (STEM) areas.

Rationale:

Both agencies have begun discussions on a variety of topics related to teacher preparation and certification, and there is a need for a more formalized process which would include EPSB staff. Among the areas of identified need via the CTF are: clear instructional documents for district personnel regarding this unique certification procedure, the review of occupation-based rank change requirements, addressing the rapidly changing nature of health area certifications, and revamping the certificate/endorsement areas of Information Technology, Instructional Computer Technology, and Computer Information Systems where IHE programs do not match what is taught in the districts. This group can also formulate recommendations to address the growing national movement that math and science teachers should be prepared and/or retrained toward a more integrated (STEM) approach

V. PROFICIENCY EVALUATION

Recommendation VIII:

Update 16 KAR 5:030 regarding proficiency evaluations conducted by IHEs to clarify the EPSB's position regarding the parameters for this process in appropriate situations.

Rationale:

There are limited applications for using this process; however, IHEs have different procedures in governing the use of proficiency evaluations. In some cases, this is the only process by which an unusual circumstance may be reviewed by the Division of Certification for a certificate; however, if an IHE policy does not allow the review, the division has no partner to consult in working with the candidate

VI. RECIPROCITY WITH OTHER STATES' CERTIFICATE HOLDERS

Recommendation IX:

Advocate for a statutory change to KRS 161.030 (c) which governs the temporary certificate for out-of-state applicants to: 1.) Extend the testing period to one year from six months, and; 2.) modify the wording to permit the use of this certificate if

no *qualified* applicants are available (as opposed to the current wording of no *certified* applicant.)

Rationale:

1.) Moving the testing period to one year would align the allowable time period in this statute with a similar statute governing these types of certificates for out-of-state principal candidates (KRS 161.027 (6) (a).) Due to the schedule for the Praxis II assessments, the need in many cases for two assessments, and the fact that not all tests are offered on all test dates, it is often impossible for teachers hired in September to complete the requirements within six months.

2.) Currently superintendents cannot hire highly qualified out-of-state candidates if any Kentucky certified teacher exists in the hiring pool, even if the superintendent has documentation that the “certified” teacher is not the best available candidate. The CTF heard many complaints from district personnel about this restriction, particularly in border counties, and the group believes the current wording does not ensure that the highest quality teachers are hired for student instruction. Use of the word “qualified” would align this statute with the requirements used for all other one-year certificates, e.g., emergency, probationary, etc.

Recommendation X:

Reduce the two-year teaching experience requirement for out-of-state teachers to one year in order to waive KTIP and Kentucky assessment requirements for those teachers who have prepared in Kentucky and passed Kentucky’s required assessments.

Rationale:

This recommendation was recently made by the EPSB’s KTIP Task Force, and the CTF is in agreement with that recommendation. The CTF believes that the reduction in this requirement would benefit districts in recruiting experienced out-of-state teachers, and it would not diminish Kentucky’s teacher quality efforts. Because Kentucky borders seven states, there is an ongoing problem, particularly among border counties in attracting and/or retaining teachers from out of state.

VII. EMERGENCY CERTIFICATES (*area not specifically discussed in CTF Charter*)

Recommendation XI:

Restrict the issuance of emergency certificates to current year only, allowing only one re-issuance in cases where the emergency certificate was issued after February 15 or was used for less than 50% of the teacher’s schedule during the first issuance.

Rationale:

The number of full emergency certificates has steadily declined over the past five years from nearly 1000 to 476 in the current year, most of which are used only for 1-3 classes where they are requested for a teacher already certified in another area. Full emergency certificates have been largely replaced with alternatively certified teachers; however, there are situations which do qualify as an “emergency.” During the last federal audit in Kentucky regarding the state’s NCLB compliance, the issuance of emergency certificates was questioned by the audit team. An effort to

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address this type of certificate, and to greatly restrict its use, will benefit Kentucky during its next federal audit next year. Alternative certification programs have given districts more options to identify and transition better candidates into the classroom rather than via the emergency certificate.

CTF final recommendations for Board--0509

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item E

Action Item:

2009-2010 Meeting Dates

Applicable Statute:

KRS 161.028

Applicable Goal:

Goal VI: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations and established federal, state, and agency policies.

Background:

As stipulated in KRS 161.028, regular meetings of the board shall be held at least semi-annually on call of the chair. A recommended calendar for 2009-2010 is attached.

Alternative Actions:

1. Approve the meeting calendar for 2009-2010 as recommended.
2. Revise and approve the meeting calendar for 2009-2010.

Staff Recommendation:

Alternative 1

Rationale:

Meeting dates and places must be scheduled as far in advance as possible to ensure availability of facilities.

Contact Person:

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Executive Assistant
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E-mail: ashley.abshire@ky.gov

Executive Director

Date:

May 18, 2009

Proposed 2009-2010 EPSB Meeting Dates

Monday, August 3, 2009

Monday, September 14, 2009

Monday, October 19, 2009

Monday, January 11, 2010

Monday, March 1, 2010

Monday, May 17, 2010

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item F

Action Item:

Midway College: Accreditation of the Educator Preparation Unit

Applicable Statute or Regulation:

KRS 161.028
16 KAR 5:010

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the EPSB grant accreditation to the Educator Preparation Unit at Midway College?

Background:

A state Board of Examiners (BOE) team conducted a focused visit to the Educator Preparation Unit of Midway College in November 2008. The visit focused on the School for Career Development (SCD) off-campus sites only. EPSB staff visited each of the SCD off-campus sites in Whitesburg, London, Somerset, Cynthiana, Maysville, and Louisville. The on-site visit culminated with the BOE team meeting on Midway's main campus on November 21 – 22. Midway College, in agreement with the individual community college campuses, uses the facilities of Jefferson Community College in Louisville, Maysville Community College at Maysville and Cynthiana, Somerset Community College at Somerset and London, and Southeast Community College at Whitesburg. The visit guidelines were established by the Agreed Order signed in January 2008.

This visit focused on the previous areas for improvement and the two unmet standards. The BOE team found that all standards were met with thirteen corrected areas for improvement, one continued area for improvement, and one new area for improvement. At its March 13, 2009 meeting, the Accreditation Audit Committee (AAC) met (see attached minutes) and reviewed the accreditation materials, including the institutional report, the BOE Report, and the unit's rejoinder.

The AAC reviewed each area for improvement cited in the BOE Report. The following areas for improvement were included in the BOE Report:

Corrected

Standard 1: Candidate Knowledge, Skills, and Dispositions

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- 1) A remediation plan to address candidate deficits exists but is inconsistently applied across the extended campus sites.

Standard 2: Assessment System and Unit Evaluation

- 1) The unit makes limited use of data to effect program change.

Standard 3: Field Experiences and Clinical Practice

- 1) The unit's conceptual framework and dispositions are not effectively shared with the participating P-12 partners.
- 2) P-12 school partners across SCD off-campus sites are not represented on the Teacher Education Advisory Board (TEAB).

Standard 4: Diversity

- 1) The unit does not ensure that all candidates have opportunities to interact with ethnically diverse faculty.

Standard 5: Faculty Qualifications, Performance, and Development

- 1) Evaluations are not used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.
- 2) Regular and systematic collaboration by unit faculty with colleagues in the P-12 schools is inconsistent.
- 3) Not all education faculty have the expertise and contemporary professional experience that qualify them for their assignments.
- 4) A limited number of professional education faculty members are actively engaged in scholarly work.
- 5) The professional education faculty's involvement in best professional practice in service could not be determined.

Standard 6: Unit Governance and Resources

- 1) The unit does not provide adequate advisement to candidates in the SCD off-campus programs.
- 2) The unit does provide clerical support but not adequate office space to the SCD off-campus faculty.
- 3) The unit does not provide coherent planning, delivery, or operation of preparation programs.

Continued

Standard 4: Diversity

- 1) Not all candidates have opportunities to interact with other candidates who differ in terms of diverse backgrounds and gender.

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New

Standard 5: Faculty Qualifications, Performance, and Development

- 1) The unit has inconsistently applied the process of evaluating adjunct faculty.

The AAC voted to accept the areas for improvement as cited in the BOE Report. Pursuant to 16 KAR 5:010, Section 20, the AAC accepts the areas for improvement identified above and recommends: (1) ACCREDITATION for Midway College School for Career Development.

Once the School for Career Development accreditation is re-established, the unit will be identified as defined by Midway College in the November 2008 Institutional Report. The unit offers its education program across three divisions – the Women’s College, the School for Career Development, and the Online College.

Groups/Persons Consulted

State Board of Examiners Team
Accreditation Audit Committee

Alternative Actions:

1. Accept the recommendation of the AAC and grant ACCREDITATION for Midway College School for Career Development.
2. Do not accept the AAC recommendation and REVOKE ACCREDITATION for Midway College School for Career Development.

AAC Recommendation:

Alternative 1

Rationale:

The State BOE team and AAC followed national and state guidelines for accreditation of educator preparation programs.

Contact Person:

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Executive Director

Date:

May 18, 2009

Accreditation Audit Committee (AAC)

Education Professional Standards Board

Conference Room A

March 13, 2009

MEETING MINUTES

Members Present:

Judi Conrad, Chair
Shirley Nelson
Jack Rose
Ann Walls
Tim Watkins
Zella Wells
Diane Woods-Ayers

EPSB Staff Present:

Marilyn Troupe
Allison Bell
Anthony Campbell

Judi Conrad, Chair, called the meeting to order at 12:20 p.m. and announced a quorum was present. The agenda was amended to add the approval of the minutes from the previous meeting.

APPROVAL OF MINUTES:

Motion made by Shirley Nelson, seconded by Zella Wells, to approve the minutes from the July 25, 2008 AAC meeting.

Vote: Approve the motion (Yes: Unanimous (6-0))

Ann Walls arrived after the approval of the minutes as the first institution was being reviewed.

The AAC reviewed the documentation including the Institutional Report (IR), Board of Examiner (BOE) team report, the Agreed Order, and the institutional rejoinder and made recommendations for accreditation:

MIDWAY COLLEGE

Norma Patrick, who served as the chair of the Board of Examiners (BOE) team, gave a brief overview of the visit, identified the team members and noted the assurance of compliance at each of the off-campus sites conducted by EPSB staff. She reported that the campus interviews of the faculty and P-12 partners proved supportive to the unit and beneficial to the BOE team. She told the committee the BOE team had reviewed revised documents in the exhibit room and online and the handbooks had been updated. She affirmed for the AAC the unit is using technology to collect data and the unit is using that data for candidate and program improvement. She stated that the unit's data coordinator visits each off-campus site and reviews with each cohort the *LiveText*

requirements. She confirmed the BOE had found that thirteen areas for improvement had been corrected, one was continued, and there was one new area for improvement.

Corrected Areas for Improvement:

Standard 1: Candidate Knowledge, Skills, and Dispositions

- 2) A remediation plan to address candidate deficits exists but is inconsistently applied across the extended campus sites.

Standard 2: Assessment System and Unit Evaluation

- 2) The unit makes limited use of data to effect program change.

Standard 3: Field Experiences and Clinical Practice

- 3) The unit's conceptual framework and dispositions are not effectively shared with the participating P-12 partners.
- 4) P-12 school partners across SCD off-campus sites are not represented on the Teacher Education Advisory Board (TEAB).

Standard 4: Diversity

- 2) The unit does not ensure that all candidates have opportunities to interact with ethnically diverse faculty.

Standard 5: Faculty Qualifications, Performance, and Development

- 6) Evaluations are not used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.
- 7) Regular and systematic collaboration by unit faculty with colleagues in the P-12 schools is inconsistent.
- 8) Not all education faculty have the expertise and contemporary professional experience that qualify them for their assignments.
- 9) A limited number of professional education faculty members are actively engaged in scholarly work.
- 10) The professional education faculty's involvement in best professional practice in service could not be determined.

Standard 6: Unit Governance and Resources

- 4) The unit does not provide adequate advisement to candidates in the SCD off-campus programs.
- 5) The unit does provide clerical support but not adequate office space to the SCD off-campus faculty.
- 6) The unit does not provide coherent planning, delivery, or operation of

preparation programs.

Continued Areas for Improvement:

Standard 4: Diversity

- 2) Not all candidates have opportunities to interact with other candidates who differ in terms of diverse backgrounds and gender.

New Areas for Improvement:

Standard 5: Faculty Qualifications, Performance, and Development

- 1) The unit has inconsistently applied the process of evaluating adjunct faculty.

Dr. Bonnie Marshall, representing Midway College as visit coordinator, stated that she was appreciative of the process and was complimentary of the professionalism of the team.

The AAC asked questions relating to the areas for improvement. Norma Patrick assured the AAC that the unit is consistently applying remediation plans as necessary across all campus programs. Dr. Marshall also described how the unit is addressing candidate opportunities to interact with other diverse candidates. She described a two-fold plan of recruitment as well as increasing opportunities for candidates to have experiences in more diverse environments and the unit would be providing sessions along with those experiences to describe the value of those diverse experiences. Dr. Charles Roberts, chair of the unit, added that the experience would become part of each checkpoint. Norma Patrick indicated the institution has a goal to recruit more within the Hispanic population. When asked about the new area for improvement cited by the BOE team, Dr. Marshall admitted that the paperwork for the adjunct faculty evaluations had not received as thorough attention as the other previous areas for improvement. Dr. Roberts indicated that the unit has provided professional development to the site administrators regarding faculty evaluations and that evidence since the visit indicates that this semester's evaluations are following the approved procedure.

Marilyn Troupe reviewed the decision options for a focused visit.

Following appropriate meeting protocol, the AAC made the following decisions:

- 1) Voted unanimously (7-0) that the BOE team followed approved accreditation guidelines when conducting the visit.
- 2) Voted unanimously (7-0) to agree with the corrected areas for improvement cited in the BOE Report.
- 3) Voted unanimously (7-0) to agree with the continuing area for improvement.
- 4) Voted unanimously (7-0) to agree with the new area for improvement.

- 5) Voted unanimously (7-0) that all standards are met.

In addition to decisions identified above, the AAC recommends **ACCREDITATION** for Midway College (Vote: Unanimous (7-0)).

Biennial Review

As required by Section 5 of 16 KAR 5:010, the AAC reviewed the 2007 and 2008 annual reports (Parts A, B, and C) for the following seven institutions: Bellarmine University, Berea College, Kentucky Christian University, Kentucky State University, Kentucky Wesleyan College, Thomas More College, and Western Kentucky University.

Next Meeting

The next meeting of the AAC will be Friday, June 19, beginning at 9:00 with Murray State being the first institution on the agenda followed by the University of Louisville.

Meeting adjourned at 1:57 p.m.

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16 KAR 5:010. Standards for accreditation of educator preparation units and approval of programs.

Section 20. Official State Accreditation Action by the Education Professional Standards Board. (1) A recommendation from the Accreditation Audit Committee shall be presented to the full EPSB.

(2) The EPSB shall consider the findings and recommendations of the Accreditation Audit Committee and make a final determination regarding the state accreditation of the educator preparation unit.

(3) Decision options following a first accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in the EPSB's action report.

2. The next on-site visit shall be scheduled five (5) years following the semester of the visit;

(b) Provisional accreditation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. The unit has accredited status but shall satisfy provisions by meeting each previously-unmet standard. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the accreditation decision, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the provisional accreditation decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

a. Accredited; or

b. Revoke accreditation.

2. If the unit is accredited, the next on-site visit shall be scheduled for five (5) years following the semester of the first accreditation visit;

(c) Denial of accreditation. This accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates; or

(d) Revocation of accreditation. This accreditation decision indicates that the unit has not sufficiently addressed the unmet standard or standards following a focused visit.

(4) Decision options following a continuing accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in EPSB's action report.

2. The next on-site visit shall be scheduled for seven (7) years following the semester of the visit;

(b) Accreditation with conditions.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. If the EPSB renders this decision, the unit shall maintain its accredited status, but shall satisfy conditions by meeting previously unmet standards. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the decision to accredit with conditions, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the accreditation with conditions decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

2. If the EPSB renders the decision to continue accreditation, the next on-site visit shall be scheduled for seven (7) years following the semester in which the continuing accreditation visit occurred;

(c) Accreditation with probation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. As a result of the continuing accreditation review, the EPSB has determined that areas for improvement with respect to standards may place an institution's accreditation in jeopardy if left uncorrected. The institution shall schedule an on-site visit within two (2) years of the semester in which the probationary decision was rendered. This visit shall mirror the process for first accreditation. The unit as part of this visit shall address all NCATE standards in effect at the time of the probationary review at the two (2) year point. Following the on-site review, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

2. If accreditation is continued, the next on-site visit shall be scheduled for five (5) years after the semester of the probationary visit; or

(d) Revocation of accreditation. Following a comprehensive site visit that occurs as a result of an EPSB decision to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. Accreditation shall be revoked if the unit:

1. No longer meets preconditions to accreditation, such as loss of state approval or regional accreditation;

2. Misrepresents its accreditation status to the public;

3. Falsely reports data or plagiarized information submitted for accreditation purposes; or

4. Fails to submit annual reports or other documents required for accreditation.

(5) Notification of EPSB action to revoke continuing accreditation or deny first accreditation, including failure to remove conditions, shall include notice that:

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(a) The institution shall inform students currently admitted to a certification or rank program of the following:

1. A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial or revocation of state accreditation and who applies to the EPSB within the fifteen (15) months immediately following the denial or revocation of state accreditation shall receive the certificate or advancement in rank; and

2. A student who does not meet the criteria established in subparagraph 1 of this paragraph shall transfer to a state accredited education preparation unit in order to receive the certificate or advancement in rank; and

(b) An institution for which the EPSB has denied or revoked accreditation shall seek state accreditation through completion of the first accreditation process. The on-site accreditation visit shall be scheduled by the EPSB no earlier than two (2) years following the EPSB action to revoke or deny state accreditation.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item G

Action Item:

Northern Kentucky University's Master of Arts in Education: Teacher as Leader Program

Applicable Statute and Regulation:

161.028, 161.048

16 KAR 5:010, Section 12

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the Education Professional Standards Board (EPSB) approve Northern Kentucky University's request for a Master of Arts in Education: Teacher as Leader and Endorsement Program?

Background:

After several years in discussion and with the assistance of numerous P-16 educators across the state, the Education Professional Standards Board (EPSB) appointed committees to address how Kentucky could refashion the way institutions educate experienced teachers and school leaders. The Master's Redesign Committee was charged with developing programs for rank change so that they are not only concerned with the transmission of knowledge but also with involvement in the processes by which knowledge is attained. The new programs are envisioned as representing current best practices, focusing on how educators learn while engaging them in intellectual discourse. The redesigned master's is to develop teacher leaders through research-based practices, district partnerships and collaboration, mixed delivery methods, clinical experiences, and job-embedded professional experiences. A representative group of PreK-12 practitioners, administrators, and educational leaders was appointed to serve on the Master's Review Committee for a two-year period.

Northern Kentucky University (NKU) submitted the Master of Arts in Education: Teacher as Leader for review by the committee. NKU included graduate faculty, former and current graduate students, teachers, administrators from regional schools, and university colleagues in the design of the program. The Program's Guiding Concept is as follows: "The Teacher as Leader Program (TLP) is designed to foster an educational culture in which leadership in instruction and learning is informed by research and continuous data collection and analysis, while embracing the NKU themes of diversity, technology, and civic engagement."

The university is involved in a nationally recognized "public engagement" project whereby faculty members are expected to have a public engagement agenda. Included in the district partnership initiatives are the Covington Independent Public Schools in Early Childhood

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and after school tutoring; Children, Inc.; and the Education Alliance of Northern Kentucky. A unique feature of the program will be the collaborative action research project designed and implemented with input from practitioner colleagues.

NKU responded to concerns and questions posed by the review committee and staff. All concerns have been addressed to the satisfaction of the Master's Review Committee. The recommendation for approval is listed below. (An Executive Summary is attached.)

Groups/Persons Consulted:

Master's Review Committee

Alternative Actions:

1. Approve the NKU request for the Master of Arts in Education: Teacher as Leader and Endorsement Program.
2. Modify and approve the NKU request for the Master of Arts in Education: Teacher as Leader and Endorsement Program.
3. Do not approve the NKU request for the Master of Arts in Education: Teacher as Leader and Endorsement Program.

Staff Recommendation:

Alternative 1

Rationale:

The Master's Review Committee recommends approval for the Northern Kentucky University Master of Arts in Education: Teacher as Leader Program and Endorsement proposal. In addition to recommending program approval, the committee commended the college for the following aspects of its proposal:

- 1) Clear emphasis on teacher leadership, which is defined in the proposal
- 2) Leadership activities are doing, not just planning or knowing
- 3) Well-developed public engagement piece
- 4) Inclusion of coaching as an expectation of field experience
- 5) Succinct organization with an effort to address concerns from the first submission

Contact Person:

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Executive Director

Date:

May 18, 2009

EXECUTIVE SUMMARY

NKU Unit Theme: “Providing for the educational needs of all students.”

Description: The graduate faculty of the NKU College of Education and Human Services in collaboration with local school personnel and faculty of the College of Arts and Sciences have developed the Teacher as Leader Program (TLP). The Teacher as Leader Program will lead to candidates earning the Kentucky Teacher Leader Endorsement. The program is designed to foster an educational culture in which instruction and learning are informed by research and continuous data collection and analysis, while embracing the NKU themes of diversity, technology, and civic engagement. A teacher as leader engages in curricular and professional leadership in the pursuit of excellence in schools, districts, and states and leads school change and renewal processes grounded in the ethics of inquiry, knowledge, competence, caring, and social justice.

Continuous Assessment: Continuous assessment of the unit, program, and candidates is an institutionalized process in the College of Education and Human Services. The Teacher as Leader Program is individualized with candidate objectives and program goals established at admission and monitored throughout the program.

The candidates must demonstrate mastery of the Kentucky Teacher Standards and all program criteria prior to graduation. Progress of each candidate will be monitored each semester and will be reviewed at each of three transition points for knowledge, skills, and dispositions. All graduates must successfully complete and present a collaborative action research project to university faculty, school colleagues, parents, and other community members.

Unique Features and Mode of Delivery: The NKU Teacher as Leader Program is an interdisciplinary program designed and taught by faculty from the college’s departments and across the university with the collaboration and assistance of school personnel. The ongoing collaboration with Northern Kentucky and the Greater Cincinnati area schools will continue with focus groups of teachers and administrators to assess the program’s relevance and impact. Unique features include involvement of schools and the community from the beginning and throughout the program. At the time of application a candidate is asked to present a professional growth plan (PGP) prepared with input from colleagues and signed by their supervisor. During core courses, candidates will participate in team building, self-assessment of professional practices and impact on student learning, and activities to connect with parents and communities. There will be school-based field experiences and a collaborative action research project designed and implemented with input from practitioner colleagues. Colleagues and district administrators may serve as project mentors. In addition, the school community will be invited to attend the presentation of the results of the collaborative action research projects.

Delivery systems for content and leadership experience will include school-based

activities, online components in all courses, online courses, and courses taught at alternate sites and with variable schedules. Each candidate will have direct experiences with students in school settings and with diverse populations.

Rationale for Program Implementation: Ongoing interaction and discussion with our regional educational partners indicated that revisions to the NKU master's programs could lead to increasing efficacy for our graduates. Toward that end, the program has been redesigned following the guidelines and initiatives established by the Kentucky Education Professional Standards Board as well as in response to the requests and recommendations NKU received from its own graduate students, local school teachers and administrators, and the research into best practices for expanding leadership roles required of teachers in today's schools. Through these revisions, NKU continues its well-established tradition of being responsive to the needs and requirements of schools and the community in our region. This redesigned program will provide expanded opportunities for our faculty to collaborate with our graduate education candidates and their colleagues to impact the learning and development of P-12 students in our region and beyond. Amen.

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16 KAR 5:010. Standards for accreditation of educator preparation units and approval of programs.

RELATES TO: KRS 161.028, 161.030, 164.945, 164.946, 164.947, 20 U.S.C. 1021-1030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator....

Section 12. Teacher Leader Master's Programs and Planned Fifth-Year Programs for Rank II. (1) All master's programs for rank change or planned fifth-year program for Rank II approved or accredited by the EPSB prior to May 31, 2008 shall no longer be approved or accredited as of December 31, 2010.

(a) Master's programs for initial certification shall be exempt from the requirements of this section.

(b) A master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall cease admitting new candidates after December 31, 2010.

(c) Candidates admitted to a master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall complete the program by January 31, 2013.

(d) An institution of higher learning with a master's program or a planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2008.

(e) An institution may become operational beginning January 1, 2009, if the institution:

1. Submits a redesigned master's program or a planned fifth-year program for Rank II for review pursuant to the requirements of subsection (2) of this section; and

2. Receives approval of the redesigned program by the EPSB pursuant to Section 22 of this administrative regulation.

(f) Institutions submitting a redesigned master's program or planned fifth-year program for Rank II shall not be subject to any submission dates for program approval until December 31, 2010.

(g)1. The EPSB shall appoint a Master's Redesign Review Committee to conduct reviews of redesigned master's programs and planned fifth-year programs for Rank II submitted for approval between May 31, 2008 and December 31, 2010.

2. A master's program or a planned fifth-year program for Rank II submitted for approval between May 31, 2008 and December 31, 2010 shall not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee, or the Reading Committee prior to presentation to the EPSB pursuant to Section 22(2) of this administrative regulation, but shall be reviewed by the Master's Redesign Review Committee.

3.a. After review of a master's program or planned fifth-year program for Rank II, the Master's Redesign Review Committee shall issue one (1) of the following recommendations to the Educational Professional Standards Board:

i. Approval;

ii. Approval with conditions; or

iii. Denial of approval.

b. The EPSB shall consider recommendations from staff and the Master's Redesign Review Committee and shall issue a decision pursuant to Section 22(4) of this administrative regulation.

(2)Beginning May 31, 2008, the educator preparation unit shall prepare and submit to the EPSB for each separate master's program or planned fifth-year program for Rank II for which the institution is seeking approval a concise description which shall provide the following information:

(a) Program design components which shall include the following descriptions and documentation of:

1. The unit's plan to collaborate with school districts to design courses, professional development, and job-embedded professional experiences that involve teachers at the elementary, middle, and secondary levels;

2. The unit's collaboration plan with the institution's Arts and Science faculty to meet the academic and course accessibility needs of candidates;

3. The unit's process to individualize a program to meet the candidate's professional growth or improvement plan;

4. The unit's method to incorporate interpretation and analysis of annual P-12 student achievement data into the program; and

5. The institution's plan to facilitate direct service to the collaborating school districts by education faculty members.

(b) Program curriculum that shall include core component courses designed to prepare candidates to:

1. Be leaders in their schools and districts;

2. Evaluate high-quality research on student learning and college readiness;

3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management;

4. Gain expertise in content knowledge, as applicable;

5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities;

6. Support P-12 student achievement in diverse settings;

7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards;

8. Provide evidence of candidate mastery of Kentucky Teacher Standards utilizing advanced level performances and Specialized Professional Associations (SPA) Standards if applicable; and

9. Design and conduct professionally relevant research projects; and

(c) The unit's continuous assessment plan that includes, in addition to the requirements of Section 11(2) of this administrative regulation:

1. Instruments to document and evaluate candidate ability to demonstrate impact on P-12 student learning;

2. Clinical experiences and performance activities; and

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3. A description of a culminating performance-based assessment.
- (3)(a) A master's program for rank change approved pursuant to this section shall be known as a Teacher Leader Master's Program.
- (b) Upon completion of a Teacher Leader Master's Program and recommendation of the institution, a candidate may apply to the EPSB for a Teacher Leader endorsement.
- (c)1. An institution with an approved Teacher Leader Master's Program may establish an endorsement program of teacher leadership coursework for any candidate who received a Master's degree at an out of state institution or who received a master's degree from a Kentucky program approved prior to May 31, 2008..
2. Upon completion of the teacher leadership course work and recommendation of the institution, a candidate who has received a master's degree at an out of state institution or a master's degree from a Kentucky program approved prior to May 31, 2008, may apply to the EPSB for a Teacher Leader endorsement....

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item H

Action Item:

University of the Cumberlands – School Guidance Counselor (Master of Arts in Education)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the EPSB approve the following educator preparation program addition?

UNIVERSITY OF THE CUMBERLANDS

11.0 OTHER INSTRUCTIONAL SERVICES

School Guidance Counselor (Master of Arts in Education)

Background:

KRS 161.028 and KRS 161.030 provide for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set out by the EPSB. An Executive Summary of the program is included.

Groups/Persons Consulted:

Content Area Review Committees
Reading Committee

Alternative Actions:

1. Approve the proposed educator preparation program addition.
2. Do not approve the proposed educator preparation program addition.

Recommendation:

Alternative 1

Rationale:

The proposed educator preparation program follows the appropriate regulation (16 KAR 5:010) outlining program requirements for program approval as established by the EPSB.

Contact Person:

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Executive Director

Date:

May 18, 2009

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University of the Cumberland
Masters of Arts in Education
School Counseling 48 Hours
Executive Summary

Theme of the Unit:

Reflective Constructors of Quality Learning Experiences

University of the Cumberland proposes the addition of a Master of Arts in School Counseling degree program. The program would provide for a forty-eight semester hour program and would provide certification as a school counselor to serve in grades P-12.

Rationale for the Program:

For the past four of five years the Education Department at University of the Cumberland has received numerous requests from schools and teachers regarding a school counseling program. Currently only six colleges or universities in the state operate certification programs in school guidance. University of the Cumberland, responding a widespread need for highly qualified school counselors will provide caring, competent and highly skilled school counselors to area schools. University of the Cumberland has to this point enjoyed great success in preparing initial and advanced candidates as teachers and school administrators. We foresee equal success as we begin to meet the needs of the Appalachian area by filling this unmet need.

Continuous Assessment:

University of the Cumberland assesses all initial and advanced candidates at the entry, midpoint and exit stages of their program. Candidates must enter the program with a 2.75 or higher GPA, have a valid teaching license, have three letters of recommendation that speak to their leadership and ethics and complete a dispositional writing assignment. At the midpoint candidates meet with their advisor to review their progress and academic performance. Prior to exiting the program candidates are required to complete and orally defend an e-portfolio or submit a master's thesis. They also must have a 3.0 or higher GPA and complete additional exit requirements.

Unique Features of the Program:

The Master's Of Education in School Counseling Program has been aligned with the Kentucky Standards for Guidance Counseling approved in January, 2005. Those standards were taken or derived from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and later meshed with the American School Counselor Association (ASCA) standards. Because counseling is considered to be an administrative certification area most courses also address Interstate School Leaders Licensure Consortium (ISLLC) standards. Four non-administrative courses are focused on meeting the Kentucky Teacher Standards.

The counseling program is designed for the practicing teacher or administrator and will be delivered by different delivery formats including the traditional week-night graduate course, weekend courses, on-line web-enhanced delivery and possibly through KTLN. Five of the graduate counseling courses require the advanced candidate to complete field-experience hours. That experience coupled with the practicum and internship experience will provide the non-classroom experiences needed for an outstanding counselor program.

16 KAR 5:010. Standards for accreditation of educator preparation units and approval of programs.

Section 22. Program Approval Action Outside the First or Regular Continuing Accreditation Cycle. (1) Approval of a program shall be through the program process established in Section 11 of this administrative regulation except that a new program not submitted during the regular accreditation cycle or a program substantially revised since submission during the accreditation process shall be submitted for approval by the EPSB prior to admission of a student to the program.

(2) For a new or substantially revised program, the EPSB shall consider a recommendation by staff, including review by the Continuous Assessment Review Committee, Content Program Review Committee, and the Reading Committee.

(3) A recommendation made pursuant to subsection (2) of this section shall be presented to the full EPSB.

(4) Program approval decision options shall be:

(a) Approval, with the next review scheduled during the regular accreditation cycle unless a subsequent substantial revision is made;

(b) Approval with conditions, with a maximum of one (1) year probationary extension for correction of a specified problem to be documented through written materials or through an on-site visit. At the end of the extension, the EPSB shall decide that the documentation supports:

1. Approval; or

2. Denial of approval; or

(c) Denial of approval, indicating that a serious problem exists which jeopardizes the quality of preparation of school personnel.

(5) The EPSB shall order review of a program if it has cause to believe that the quality of preparation is seriously jeopardized. The review shall be conducted under the criteria and procedures established in the EPSB "Emergency Review of Certification Programs Procedure" policy incorporated by reference. The on-site review shall be conducted by EPSB staff and a Board of Examiners team. The review shall result in a report to which the institution may respond. The review report and institutional response shall be used by the Executive Director of the EPSB as the basis for a recommendation to the full EPSB for:

(a) Approval;

(b) Approval with conditions; or

(c) Denial of approval for the program.

(6) If the EPSB denies approval of a program, the institution shall notify each student currently admitted to that program of the EPSB action. The notice shall include the following information:

(a) A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial of state approval and who applies to the EPSB within the fifteen (15) months immediately following the denial of state approval shall receive the certification or advancement in rank; and

(b) A student who does not meet the criteria established in paragraph (a) of this subsection shall transfer to a state approved program in order to receive the certificate or advancement in rank.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item I

Action Item:

Campbellsville University request to offer programs at three off-site campuses

Applicable Statutes and Regulation:

161.028, 161.048

16 KAR 5:010, Section 28

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the Education Professional Standards Board (EPSB) approve Campbellsville University's request to establish three (3) off-site campuses?

Background:

Regulation 16 KAR 5:010 Standards for Accreditation of Educator Preparation Units and Approval of Programs was revised in 2007 to require Education Professional Standards Board (EPSB) approval for off-site campuses established by educator preparation institutions. The change was made to assist staff in monitoring the various off-site campuses that continue to grow across the state without EPSB oversight. The regulation requires educator preparation institutions to seek approval from the EPSB before establishing off-site campuses, whether they offer single courses or whole programs.

Campbellsville University (CU) is requesting permission to establish three off-site campuses: the Louisville campus located on 2300 Greene Way, Elizabethtown Community Technical College (ECTC), and Somerset Community College (SCC). CU plans to offer at the Louisville campus the Rank I program that was approved by the EPSB in 2008 and offer the Interdisciplinary Early Childhood Education (IECE) program, upon approval by the EPSB, at both the ECTC and SCC campuses. When space is not available at ECTC, CU will also use classroom space at Severns Valley Baptist Church.

It should be noted that 16 KAR 5:010, Section 28 is based on the location of the off-site campus and the resources available to candidates in attendance. Today's action is to approve the three locations previously mentioned. (Supporting documentation is under separate cover.)

Alternative Actions:

1. Approve the Campbellsville University request to establish three (3) off-site campuses.
2. Modify and approve the Campbellsville University request to establish three (3) off-site campuses.
3. Do not approve the Campbellsville University request to establish three (3) off-site campuses.

Staff Recommendation:

Alternative 1

Rationale:

Campbellsville University can provide the necessary financial resources, educational supplies, advisement, and faculty to support the additional off-site campuses. Candidates will have full access to instructional and technological resources and the university's library.

Contact Person:

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Executive Director

Date:

May 18, 2009

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16 KAR 5:010. Standards for accreditation of educator preparation units and approval of programs.

RELATES TO: KRS 161.028, 161.030, 164.945, 164.946, 164.947, 20 U.S.C. 1021-1030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator....

Section 28. Approval of Off-site and On-line Programs. (1) Institutions in Kentucky with educator preparation programs shall seek approval from the Education Professional Standards Board before offering courses or whole programs at an off-campus site.

(a) The institution shall submit a written request to the board to begin offering courses at the off-site location describing the location and physical attributes of the off-campus site, resources to be provided, faculty and their qualifications, and a list of courses or programs to be offered.

(b) The off-site location shall be approved by the board before the institution may begin offering courses at the location.

(2)(a) Until May 31, 2008, initial and continuing on-line educator preparation programs shall be regionally or nationally accredited and accredited or approved, as applicable, by the program's state of origin.

(b) Beginning June 1, 2008, initial and continuing on-line educator preparation programs originating from outside Kentucky shall be regionally accredited, accredited or approved, as applicable, by the program's state of origin, and accredited by NCATE.

Section 29. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education", 2002 Edition, National Council for Accreditation of Teacher Education;

(b) NCATE Unit Standards (2002 Edition), National Council for Accreditation of Teacher Education;

(c) "Education Professional Standards Board Accreditation of Preparation Programs Procedure", August 2002;

(d) "Education Professional Standards Board Approval of Alternative Route to Certification Program Offered under KRS 161.028", August 2002;

(e) "Education Professional Standards Board Emergency Review of Certification Programs Procedure", September 2003;

(f) "Kentucky's Safety Educator Standards for Preparation and Certification", May 2004;

(g) "National Association of School Psychologists, Standards for School Psychology Training Programs, Field Placement Programs, Credentialing Standards", July 2000; and

(h) "Kentucky's Standards for Guidance Counseling Programs" derived from the Council for Accreditation of Counseling and Related Education Programs (CACREP) Standards, Education Professional Standards Board, November 2004.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (23 Ky.R. 4275; Am. 24 Ky.R. 343; eff. 8-4-97; 1952; eff. 5-18-98; 27 Ky.R. 3356; 28 Ky.R. 383; eff. 8-15-2001; Recodified from 704 KAR 20:696, 7-2-02; 29 Ky.R. 2916; 30 Ky.R. 260; eff. 8-13-03; 31 Ky.R. 1854; 32 Ky.R. 29; eff. 8-5-05; 32 Ky.R. 2047; 33 Ky.R. 19; eff. 8-7-06; 34 Ky.R. 1081; 1690; eff. 2-1-2008.)

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EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item, Waiver A

Action Item:

Request for Extension to Complete Master's Degree

Applicable Statutes and Regulations:

16 KAR 2:010, Section 3

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Educational Professional Standards Board (EPSB) grant a second one-year extension to complete the required master's degree?

Background:

Ms. Roselle Calisti was initially issued a certificate from 1999-2004 in Elementary K-5. In 2004, she requested and received a one-time, one-year extension from the Division of Certification for the 2004-05 school year to complete the first 15 hours of her master's degree program. Ms. Calisti is now requesting an additional one-year extension for the 2009-10 school year so she may complete her Master's coursework.

Her supporting materials and recommendations are under separate cover.

Alternative Actions:

1. Approve the waiver request
2. Deny the waiver request

Contact Person:

Mr. Michael Carr, Director
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Executive Director

Date:

May 18, 2009

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16 KAR 2:010. Kentucky teaching certificates.

RELATES TO: KRS 158.6451, 161.020, 161.028(1), 161.030

STATUTORY AUTHORITY: KRS 161.028(1)(a), (b), (f), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the preparation of teachers and other professional school personnel. KRS 161.028(1)(f) requires the board to issue and renew any certificate. This administrative regulation establishes the Kentucky certification to be issued for teaching positions.

Section 1. Definitions. (1) "Approved program of preparation" means a program which has been approved by the Education Professional Standards Board under 16 KAR 5:010 for a specific certification or which has been approved for certification by the state education agency of another state.

(2) "Assessments" means the tests of knowledge and skills authorized by KRS 161.030 and established in 16 KAR 6:010.

(3) "Base certificate" means a stand-alone license to teach which encompasses authorization to teach introductory and interdisciplinary courses in related fields.

(4) "Beginning teacher internship" means one (1) year of supervision, assistance, and assessment required by KRS 161.030 and established in 16 KAR 7:010.

(5) "Certificate endorsement" means an addition to a base or restricted base certificate, which is limited in scope and awarded on the basis of completion of an endorsement program or a combination of educational requirements, assessments and experience as outlined in Section 5 of this administrative regulation.

(6) "Certificate extension" means an additional base or restricted base certificate in a content area or grade range.

(7) "Kentucky teacher standards" means the standards established in 16 KAR 1:010 that identify what a Kentucky teacher shall know and be able to do.

(8) "Major" means an academic area of concentration consisting of at least thirty (30) hours of coursework.

(9) "Professional teaching certificate" means the document issued to:

(a) An individual upon successful completion of the beginning teacher internship; or

(b) An applicant for whom the testing and internship requirement is waived under KRS 161.030 based on preparation and experience completed outside Kentucky.

(10) "Provisional teaching certificate" means the document issued to an individual for the duration of the beginning teacher internship program.

(11) "Restricted base certificate" means a stand-alone license to teach in a specific subject area of certification which is the only subject area that can be taught under this limited certificate.

(12) "Statement of eligibility" means the document issued to an applicant upon completion of an approved program of preparation and successful completion of the assessments.

Section 2. Certificate Issuance. (1) A statement of eligibility for a provisional teaching certificate shall be issued to an applicant who has successfully completed:

(a)1. At least a bachelor's degree with:

a. A cumulative grade point average of 2.50 on a 4.0 scale; or

b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework; or

2. As required by Section 4(2)(g)6 or (4)(e) of this administrative regulation, a master's degree with:

a. A cumulative grade point average of 2.50 on a 4.0 scale; or

b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework;

(b) An approved program of preparation; and

(c) The assessments corresponding to the certificate identified in Section 4 of this administrative regulation for which application is being made.

(2) Upon confirmation of employment in an assignment for the grade level and specialization identified on a valid statement of eligibility, a Provisional Teaching Certificate shall be issued for the duration of the beginning teacher internship established under KRS 161.030.

(3) Upon successful completion of the internship, a Professional Teaching Certificate shall be issued, valid for a four (4) year period.

Section 3. Professional Teaching Certificate Renewal. (1) The renewal shall require completion of a fifth-year program of preparation which is consistent with:

(a) The Kentucky teacher standards established in 16 KAR 1:010; or

(b) The standards adopted by the Education Professional Standards Board for a particular professional education specialty and established in an applicable administrative regulation in KAR Title 16.

(2) The first five (5) year renewal shall require:

(a) Completion of a minimum of fifteen (15) semester hours of graduate credit applicable to the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or

(b) Completion of the professional development plan and a partial portfolio for the continuing education option established in 16 KAR 8:030.

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(3) The second five (5) year renewal shall require:

(a) Completion of the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or

(b) Completion of the professional development plan and a full portfolio for the continuing education option established in 16 KAR 8:030.

(4) Each subsequent five (5) year renewal shall require completion of the renewal requirements established in 16 KAR 4:060.

Section 4. Grade Levels and Specializations. (1) Preparation for a teaching certificate shall be based on:

(a) The Kentucky teacher standards established in 16 KAR 1:010;

(b) The accreditation and program approval standards established in 16 KAR 5:010, including the content standards of the relevant national specialty program associations; and

(c) The goals for the schools of the Commonwealth specified in KRS 158.6451 and the student academic expectations established in 703 KAR 4:060.

(2) A base certificate shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

(a) Interdisciplinary early childhood education, birth to primary, established in 16 KAR 2:040;

(b) Elementary school: primary through grade five (5) to include preparation in the academic disciplines taught in the elementary school.

1. The elementary certificate shall be valid for teaching grade six (6) if grade six (6) is taught in a self-contained classroom or in a school organization in which grade six (6) is housed with grade (5) in the same building.

2. A candidate for the elementary certificate may simultaneously prepare for certification for teaching exceptional children.

(c) 1. Middle school option 1: grades five (5) through nine (9) with the equivalent of one (1) major to be selected from:

a. English and communications;

b. Mathematics;

c. Science; or

d. Social studies;

2. Middle school option 2: grades five (5) through nine (9) with two (2) middle school teaching fields to be selected from:

a. English and communications;

b. Mathematics;

c. Science; or

d. Social studies;

3. A candidate who chooses to simultaneously prepare for teaching in the middle school and for an additional base or restricted base certificate issued under this subsection or subsection (3) of this section, including certification for teaching exceptional children, shall be required to complete one (1) middle school teaching field;

(d) Secondary school: grades eight (8) through twelve (12) with one (1) or more of the following majors:

1. English;

2. Mathematics;

3. Social studies;

4. Biology;

5. Chemistry;

6. Physics; or

7. Earth science;

(e) Grades five (5) through twelve (12) with one (1) or more of the following majors:

1. Agriculture;

2. Business and marketing education;

3. Family and consumer science;

4. Industrial education; or

5. Technology education;

(f) All grade levels with one (1) or more of the following specialties:

1. Art;

2. A foreign language;

3. Health;

4. Physical education;

5. Integrated music;

6. Vocal music;

7. Instrumental music; or

8. School media librarian; or

(g) Grades primary through twelve (12) for teaching exceptional children and for collaborating with teachers to design and deliver programs for preprimary children, for one (1) or more of the following disabilities:

1. Learning and behavior disorders;

2. Moderate and severe disabilities;

3. Hearing impaired;

4. Hearing impaired with sign proficiency;

....

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Request for Waiver of 15 New Graduate Hours for the Initial 5-Year Renewal of a Certificate

Applicable Statute or Regulation:

16 KAR 2:010 Section 3 (2)

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board waive the requirement of 15 new graduate hours applicable to the fifth-year program for the initial five-year renewal of a certificate?

Background:

Mr. Henry Hayes is requesting a waiver of the requirement for fifteen new graduate hours leading toward a fifth-year program as outlined in 16 KAR 2:010. His Professional Certificate for Teaching Physical Education, All Grades, will expire on June 30, 2009, and Mr. Hayes is requesting a waiver due to a series of circumstances that prevented him from completing these hours during the 2007-08 school year. Mr. Hayes has already received a one-time, one-year extension (for the 2007-08 school year) on his certificate from the EPSB staff as permitted by regulation.

His supporting materials and recommendations are under separate cover.

Alternative Actions:

1. Approve the waiver request
2. Do not approve the waiver request

Contact Person:

Mr. Michael Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

May 18, 2009

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16 KAR 2:010. Kentucky teaching certificates.

RELATES TO: KRS 158.6451, 161.020, 161.028(1), 161.030

STATUTORY AUTHORITY: KRS 161.028(1)(a), (b), (f), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the preparation of teachers and other professional school personnel. KRS 161.028(1)(f) requires the board to issue and renew any certificate. This administrative regulation establishes the Kentucky certification to be issued for teaching positions.

Section 1. Definitions. (1) "Approved program of preparation" means a program which has been approved by the Education Professional Standards Board under 16 KAR 5:010 for a specific certification or which has been approved for certification by the state education agency of another state.

(2) "Assessments" means the tests of knowledge and skills authorized by KRS 161.030 and established in 16 KAR 6:010.

(3) "Base certificate" means a stand-alone license to teach which encompasses authorization to teach introductory and interdisciplinary courses in related fields.

(4) "Beginning teacher internship" means one (1) year of supervision, assistance, and assessment required by KRS 161.030 and established in 16 KAR 7:010.

(5) "Certificate endorsement" means an addition to a base or restricted base certificate, which is limited in scope and awarded on the basis of completion of an endorsement program or a combination of educational requirements, assessments and experience as outlined in Section 5 of this administrative regulation.

(6) "Certificate extension" means an additional base or restricted base certificate in a content area or grade range.

(7) "Experienced teacher standards" means the standards established in 16 KAR 1:010 that identify what an effective experienced teacher shall know and do.

(8) "New teacher standards" means the standards established in 16 KAR 1:010 that identify what a new teacher shall know and be able to do.

(9) "Professional teaching certificate" means the document issued to:

(a) An individual upon successful completion of the beginning teacher internship; or

(b) An applicant for whom the testing and internship requirement is waived under KRS 161.030 based on preparation and experience completed outside Kentucky.

(10) "Provisional teaching certificate" means the document issued to an individual for the duration of the beginning teacher internship program.

(11) "Restricted base certificate" means a stand-alone license to teach in a specific subject area of certification which is the only subject area that can be taught under this limited certificate.

(12) "Statement of eligibility" means the document issued to an applicant upon completion of an approved program of preparation and successful completion of the assessments.

Section 2. Certificate Issuance. (1) A statement of eligibility for a provisional teaching certificate shall be issued to an applicant who has successfully completed:

(a)1. At least a bachelor's degree with:

a. A cumulative grade point average of 2.50 on a 4.0 scale; or

b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework; or

2. As required by Section 4(2)(g)6 and (4)(e) of this administrative regulation, a master's degree with:

a. A cumulative grade point average of 2.50 on a 4.0 scale; or

b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework;

(b) An approved program of preparation; and

(c) The assessments corresponding to the certificate identified in Section 4 of this administrative regulation for which application is being made.

(2) Upon confirmation of employment in an assignment for the grade level and specialization identified on a valid statement of eligibility, a Provisional Teaching Certificate shall be issued for the duration of the beginning teacher internship established under KRS 161.030.

(3) Upon successful completion of the internship, a Professional Teaching Certificate shall be issued, valid for a four (4) year period.

Section 3. Professional Teaching Certificate Renewal. (1) The renewal shall require completion of a fifth-year program of preparation which is consistent with:

(a) The experienced teacher standards established in 16 KAR 1:010; or

(b) The standards adopted by the Education Professional Standards Board for a particular professional education specialty and established in an applicable administrative regulation.

(2) The first five (5) year renewal shall require:

(a) Completion of a minimum of fifteen (15) semester hours of graduate credit applicable to the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or

(b) Completion of the professional development plan and a partial portfolio for the continuing education option established in 16 KAR 8:030.

(3) The second five (5) year renewal shall require: ...

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternative Route to Certification Application

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

Goal II: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board approve the alternative route to certification application?

Background:

The following individual is requesting certification on the basis of exceptional work experience:

Charles Stevens, Mathematics, Grades 8-12

The application will be sent under separate cover.

Alternative Actions:

1. Approve the alternative route to certification application
2. Modify and approve the alternative route to certification application
3. Do not approve the alternative route to certification application

Contact Person:

Mr. Michael Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

May 18, 2009

Agenda Book

16 KAR 9:010. Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

(3) Recommendations from professional associations, former employers, professional colleagues, or any other individual or group whose evaluations shall support exceptional work in the field.

Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

Section 4. Renewal Requirements. Each five (5) year renewal of the professional certificate identified in Section 3 of this administrative regulation shall meet the renewal requirements established in 16 KAR 4:060. (25 Ky.R. 1283; Am. 1602; eff. 1-19-99; recodified from 704 KAR 20:720, 7-2-2002.)